

1.0



1



25



1.4



1.6



COPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A



DOCUMENT RESUME

ED 060 519

EA 004 033

AUTHOR Barr, Richard H.; Scott, Geraldine J.
TITLE Statistics of State School Systems 1967-68.
INSTITUTION Elementary and Secondary Education.
National Center for Educational Statistics (DHEW/OE),
Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO OE-20020-68
PUB DATE Dec 70
NOTE 107p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing
Office, Washington, D.C. 20402. (Stock Number
1780-0845, \$1.00)

EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS Administrative Organization; Bus Transportation;
Educational Finance; *Enrollment; High School
Graduates; Instructional Staff; Lunch Programs;
*Public Schools; School District Spending; *School
Statistics; *Statistical Data; *Tables (Data)

ABSTRACT

This report presents comprehensive statistics on the organization, staff, pupils, and finances of the regular full-time public elementary and secondary day schools in the 50 States, the District of Columbia, and the outlying areas of the United States. Detailed data are given for the survey year 1967-68, as well as historical trend data for selected items of information -- in some instances from as far back as 1867-70. In addition, national (but not State) enrollment figures are given for (1) elementary and secondary departments of institutions of higher education, (2) federally operated schools on Federal installations, (3) Federal schools for Indians, and (4) residential schools for exceptional children.

(Author)

ED 060519

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL POSITION OR POLICY.

EA
OE - KES

Statistics of State School Systems 1967-68



ED 060519 033

HIGHLIGHTS

Enrollment.—In the 1967-68 school year, 43,891,000 pupils were enrolled in 94,000 public elementary and secondary schools.

High school graduates.—Public high schools graduated 2,395,000 students in 1967-68, representing 78 percent of the class which had entered grade 9 in 1964-65.

Instructional staff.—The instructional staff in public elementary and secondary schools numbered 2,071,000 in 1967-68, an increase of 9.9 percent over the number in 1965-66. This can be compared to an increase of 2.5 percent in enrollment during the same period.

School systems.—The steady consolidation of local school systems continued, as the total dropped from 27,000 two years earlier to 22,000 in 1967-68.

Revenue receipts.—Of the \$31.9 billion in revenue receipts (mainly income from appropriations and taxes) available for public school purposes in 1967-68, 52.7 percent was derived from local and other sources, 38.5 percent from State sources, and 8.8 percent from the Federal Government.

Expenditures.—Of the \$35.0 billion spent for public schools in 1967-68, 84.1 percent was for current expenditures, 12.9 percent for capital outlay, and 3.0 percent for interest on the school debt.

Average salary.—The average annual salary of the total instructional staff in public elementary and secondary schools was \$7,630 in 1967-68. The salary in the State (Alaska) with the highest average salary (\$9,658) was more than twice that in the State (Mississippi) with the lowest average salary (\$4,735).

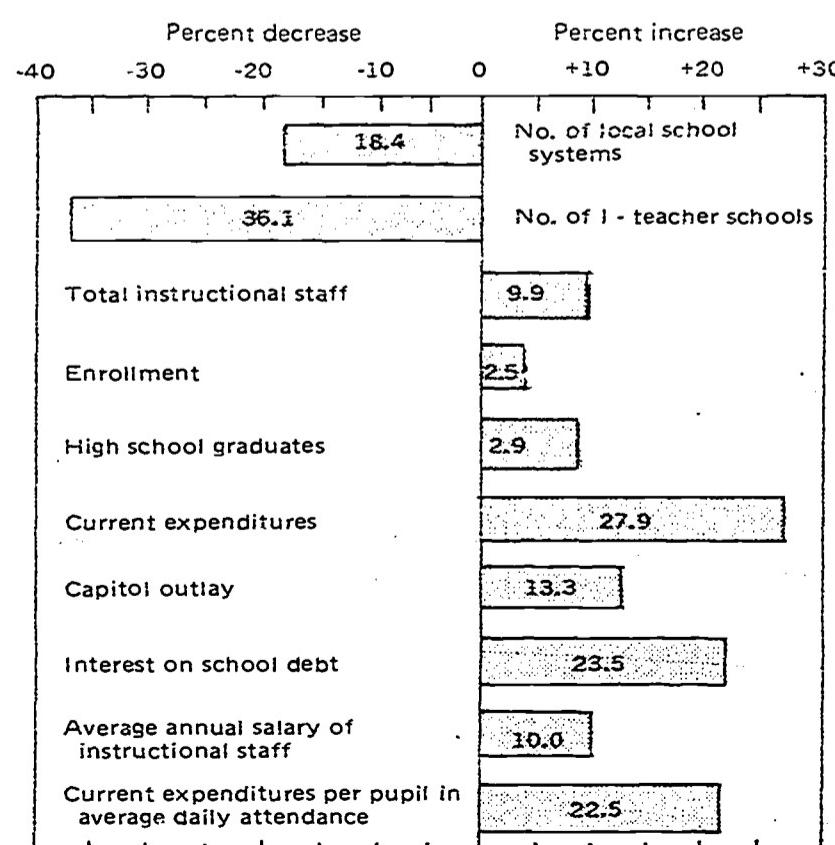
Current expenditure per pupil.—The current expenditure per pupil in average daily attendance was \$658 in 1967-68. For individual States, the averages ranged from \$369 (Mississippi) to \$1,075 (New York).

Pupil transportation.—In 1967-68, 17.1 million pupils were transported to and from school at a cost that reached \$981.0 million, representing an increase of 24.6 percent above the expenditure for 1965-66. This averaged \$57 per pupil transported.

Capital outlay.—Capital expenditures by local school systems and school building authorities for sites, buildings, and new equipment amounted to \$4.3 billion in 1967-68, compared with \$3.8 billion in 1965-66.

School debt.—Reflecting the large amounts borrowed in recent years for school construction, interest payments on the school debt in 1967-68 amounted to \$978 million; the outstanding indebtedness at the end of the year was \$30.3 billion.

Percent change in selected data for full-time
public elementary and secondary day schools:
United States, 1965-66 to 1967-68



OE-20020-68

STATISTICS OF STATE SCHOOL SYSTEMS

1967-68

by
Richard H. Barr
and
Geraldine J. Scott

Elementary and Secondary
Surveys Branch

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*

Office of Education
S. P. Marland Jr., *Commissioner of Education*

National Center for Educational Statistics
Dorothy M. Gilford, *Assistant Commissioner for Educational Statistics*

Superintendent of Documents Catalog No. HE 5.220:20020-68

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: DECEMBER 1970

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price \$1
Stock Number 1780-0845

3 A

Foreword

This report presents data on the fundamental and largest segment of the educational system in the United States—the public elementary and secondary schools.

Periodic statistical reports on elementary and secondary education by the Office of Education began with the 1869-70 school year. Statistics for the school years 1869-70 through 1915-16 were included as part of the Annual Reports of the U.S. Commissioner of Education. For the years 1917-18 through 1957-58, a report was issued biennially for each school year ending in an even number as a chapter in *The Biennial Survey of Education in the United States*. After 1957-58, survey reports formerly assembled in the *Biennial Survey* have been issued as independent publications.

Advance data from this report were published in *Preliminary Statistics of State School Systems, 1967-68*, issued in July 1970 and were also included in the 1970 edition of the *Digest of Educational Statistics*. In addition, copies of certain basic tables were made available as special needs for data arose. Data are primarily for the 1967-68 school year; however, about one-fifth of the tables include trend data showing comparisons with earlier years.

Recognition must be given to all members of the Elementary and Secondary Surveys Branch for their assistance in preparing this publication, with special recognition to Betty J. Foster and Irene A. King for their major contributions in statistical editing of the reported data.

We are grateful for the assistance given by those in the State education agencies who provided data on pupils, staff, school property, finance, and services for the local school systems of their States. They enable the Office of Education to publish State-summarized information about public education for the Nation.

Carol J. Hobson, Chief
Elementary-Secondary
Surveys Branch

Contents

	Page
Foreword	iii
Introduction	1
Scope of the Survey	1
Source of Data and Survey Procedures	1
Administrative Organization of Public Elementary and Secondary Education	2
State Boards of Education	2
State Departments of Education	2
Intermediate Administrative Units	2
Local Education Agencies	2
Number of Public Schools	3
Instructional Staff	4
Growth of School-Age Population and Total Population	5
School Enrollment of Individual Age Groups of the School-Age Population	5
Pupils in Public Elementary and Secondary Day Schools	5
Total Enrollment	5
Enrollment in Kindergarten and Grades 1 to 8	6
Enrollment in Grades 9 to 12	6
Average Daily Membership (ADM)	7
Average Daily Attendance (ADA)	7
Length of School Term	7
Public High School Graduates	7
Pupil Transportation Services Provided by Public Schools	7
School Lunch Programs	8
Sources of Income for School Purposes	9
Revenue Receipts	9
Nonrevenue Receipts	10
Balances Carried Over From Previous Year	11
Expenditures for School Purposes	11
Total Expenditures	11
Current Expenditures	12
Current Expenditures Per Pupil	13
Average Salaries of Instructional Staff	13
Capital Outlay	13
Interest on School Debt	14
Outstanding School Indebtedness	14
Value of School Property	14
Economic Indexes Related to Financing Public Schools	14
Basic Tables	17
Appendix	
Technical Notes	72
Copy of Report-Form OE-2097	74
Index	95

Text Tables

Page

A. Summary of enrollment data for various types of public and nonpublic elementary and secondary schools: United States, 1967-68	1
B. Instructional staff, enrollment, and instructional staff per 1,000 pupils enrolled in full-time public elementary and secondary day schools: United States, 1929-30 to 1967-68	4
C. Enrollment of school-age population in public and nonpublic elementary and secondary day schools, by age and sex: United States, October 1967	6
D. Relationship of average daily attendance (ADA) to enrollment in full-time public elementary and secondary day schools: United States, 1929-30 to 1967-68	6
E. Number graduating from public high schools in the United States, by sex: 1939-40 to 1967-68	8
F. Revenue receipts, nonrevenue receipts, and beginning balances for public day schools: United States, 1965-66 and 1967-68	10
G. Revenue receipts from Federal, State, and local sources for public day schools: United States, 1919-20 to 1967-68	10
H. Summary of expenditures for public day schools, by account: United States, 1929-30 to 1967-68	12

Charts in Text

1. School revenue receipts for public day schools from Federal, State, and local sources: United States, 1967-68	9
2. Expenditures for public day schools, by purpose: United States, 1967-68	11

BASIC TABLES

Summary, School District, Personnel, and Program Tables

1. Historical summary of public elementary and secondary day school statistics: United States, 1869-70 to 1967-68	18
2. Board members and staff of State boards of education and staff of State departments of education, by State: United States, 1967-68	19
3. Intermediate administrative units - number of units, board members, and staff, by State: United States, 1967-68	20
4. Local education agencies (school systems) - number of units, board members, and staff, by region and State or other area: United States, 1967-68	21
5. Number of local education agencies (school systems), operating and nonoperating, by State or other area: United States, 1931-32 to 1957-68	22
6. Number of local education agencies (school systems), by size of enrollment and by State: United States, 1967	23
7. Number of public schools by type, including one-teacher schools, by State or other area: United States, 1967-68	24
8. Number of one-teacher schools, by State or other area: United States, 1931-32 to 1967-68	25
9. Relative sizes of school districts (school systems) and schools, by State or other area: United States, 1967-68	26
10. Instructional staff in full-time public elementary and secondary day schools, by type of position and State or other area: United States, 1967-68	27
11. Principals and supervisors of instruction in full-time public elementary and secondary day schools, by level of instruction and State or other area: United States, 1967-68	28
12. Classroom teachers in full-time public elementary and secondary day schools, by level of instruction, sex, State or other area: United States, 1967-68	29
13. Classroom teachers, librarians, guidance and psychological personnel, and other nonsupervisory instructional personnel in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68	30
14. Personnel engaged in health services, food services, and recreational activities in local education agencies, for States or other areas reporting United States, 1967-68	32

	Page
15. Personnel engaged in attendance, clerical, plant operation and maintenance, transportation, and miscellaneous activities in local education agencies, for States or other areas reporting: United States, 1967-68	33
16. Enrollment in full-time public elementary and secondary day schools, by grade, region, and State or other area: United States, fall 1967	34
17. Total population, school-age population, and enrollment in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68	36
18. Enrollment, by grade, in full-time public elementary and secondary day schools: 1956-57 to 1967-68	37
19. Enrollment in full-time public elementary and secondary day schools, by State or other area: United States, 1870-71 to 1967-68	38
20. Percentage of total population enrolled in full-time public elementary and secondary day schools, by State or other area: United States, 1870-71 to 1967-68	39
21. Percentage of school-age population enrolled in full-time public elementary and secondary day schools, by State or other area: United States, 1870-71 to 1967-68	40
22. Enrollment, membership, and attendance in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68	41
23. Average daily attendance in full-time public elementary and secondary day schools, by State or other area: United States, 1870-71 to 1967-68	42
24. Public high school graduates and high school equivalency certificates issued, by State or other area: United States, 1967-68	43
25. Pupil transportation service data, by State or other area: United States, 1967-68	44
26. Selected data on school lunch programs in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68	45
27. Students and employed personnel in public summer elementary and secondary day schools, by State or other area: United States, summer 1967	46
28. Students and employed personnel in public adult education programs and community colleges operated by elementary and secondary local education agencies, by State or other area: United States, 1967-68	47

School Finance Tables

29. Summary of revenue and nonrevenue receipts and beginning balances, for public school purposes, by State or other area: United States, 1967-68	48
30. Revenue receipts for public elementary and secondary education, from Federal, State, local, and other sources, by State or other area: United States, 1967-68	49
31. Percentage distribution of revenue receipts for public elementary and secondary education, from Federal, State, local, and other sources, by State or other area: United States, 1967-68	50
32. Summary of expenditures for public schools, by purpose and by State or other area: United States, 1967-68	51
33. Percentage distribution of expenditures for public schools, by purpose and State or other area: United States, 1967-68	52
34. Current expenditures for administration of public school State boards of education and State departments of education, by State: United States, 1967-68	53
35. Current expenditures for administration of public school intermediate administrative units, by State: United States, 1967-68	54
36. Current expenditures for administration of elementary and secondary local education agencies, by State or other area: United States, 1967-68	55
37. Current expenditures for instruction in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68	56
38. Current expenditures for salaries of the instructional staff in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68	57
39. Current expenditures for plant operation and plant maintenance for public school purposes, by State or other area: United States, 1967-68	58
40. Current expenditures for fixed charges for public school purposes, by State or other area: United States, 1967-68	59
41. Current expenditures for attendance, health, food, and miscellaneous school services for public school purposes, by State or other area: United States, 1967-68	60

BASIC TABLES—Continued

Page

42. Current expenditures for pupil transportation services, and related data for public school purposes, by State or other area: United States, 1967-68	61
43. Current expenditures for community services, public summer elementary and secondary day schools, adult education programs, and community colleges, for States and other areas reporting: United States, 1967-68	62
44. Expenditures for capital outlay by local school agencies, and State and Federal aid for school plant capital outlay purposes, by State or other areas: United States, 1967-68	63
45. Expenditures for debt service for public school purposes, by State or other area: United States, 1967-68 ..	64
46. Status of school bonds and other indebtedness for public school purposes, by State: United States, 1967-68	65
47. Value of school property owned by local education agencies for public school purposes, for States reporting: United States, 1967-68	66
48. Average annual salary of instructional staff in full-time public elementary and secondary day schools, by State: United States, 1949-50 to 1967-68	67
49. Unit expenditure data for public schools, by State or other area: United States, 1967-68	68
50. Current expenditures per pupil in average daily attendance in full-time public elementary and secondary day schools, by State or other area: United States, 1939-40 to 1967-68	69
51. Selected educational items related to personal income and other economic data for public school purposes, by State: United States, 1967-68	70

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK

NO. OF MINUTES

		Mon	Tues	Wed	Thurs	Fri
1.	Working with Total Class of Students					
a.	Discussion					
b.	Reading to class					
c.	Hearing pupils read					
d.	Operating audio-visual aids					
e.	Administrating assignments & monitoring tests					
2.	Working with Small Student Groups					
a.	Discussion					
b.	Skill reinforcement - Conducting drill exercises					
c.	Hearing pupils read					
d.	Assisting with student research					
3.	Working with Individual Students					
a.	Reinforcement of skills					
b.	Assisting with student research					
c.	Desk to desk individual help					
d.	Reading to a student					
e.	Hearing a student read					
4.	Working with Staff					
a.	Seeking out materials					
b.	Attending meetings					
c.	Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

INTRODUCTION

Scope of the Survey

This report presents comprehensive statistics on the organization, staff, pupils, and finances of the regular full-time public elementary and secondary day schools in the 50 States, the District of Columbia, and the outlying areas¹ of the United States. Detailed data are given for the survey year 1967-68, as well as historical trend data for selected items of information—in some instances from as far back as 1869-70.

In addition, national (but not State) enrollment figures are given for the following types of schools: (a) elementary and secondary departments of institutions of higher education, (b) federally operated schools on Federal installations, (c) Federal schools for Indians, and (d) residential schools for exceptional children. A recapitulation of the types of schools that operate at the elementary and secondary levels and their respective enrollments is given in table A.

Table A.—Summary of enrollment data for various types of public and nonpublic elementary and secondary schools: United States, 1967-68

Type of school	Enrollment
Total, all schools	50,120,000
Regular full-time day schools	49,796,000
Public school systems	43,891,000
Nonpublic schools	¹ 5,905,000
Elementary and secondary departments of institutions of higher education (model and laboratory schools)	² 91,000
Residential schools for exceptional children	² 127,000
Federal schools for Indians	³ 56,000
Federally operated schools on Federal installations	⁴ 50,000

¹ Estimate based on *Directory, Nonpublic Elementary and Secondary Day Schools, 1968-69* (OE-20127, Vol. V).

² Estimate taken from *Digest of Educational Statistics, 1968* (OE-10024-68).

³ From *Statistics Concerning Indian Education, Fiscal 1968*, U.S. Dept. of Interior.

⁴ From *Administration of P.L. 81-874 and 81-815*, (OE-22003-68, Part II).

Excluded from the survey were data for private correspondence schools; proprietary, vocational, and trade schools; and private schools of art, music, and dancing.

National totals shown in this report represent summations of the data for the States constituting the United States as of the time the data apply. Thus, for the years 1919-20 through 1957-58, national totals include 48

¹ American Samoa, Canal Zone, Guam, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands.

States and the District of Columbia. Data for Alaska are included in the totals for the United States and for the West and Southwest region² beginning with 1958-59; for Hawaii, beginning with 1959-60. Available data are given for Alaska and Hawaii for earlier years, and these may be combined with the U.S. totals when comparable totals for the 50 States and the District of Columbia are needed (table 1).

Direct comparison should not be made between the District of Columbia and individual States because the District of Columbia school system corresponds to that of other large cities rather than to that of an entire State, which has rural areas in addition to densely populated urban areas.

Source of Data and Survey Procedures

Much of the data for this report were furnished by the departments of education of 50 States, the District of Columbia, and seven outlying areas in response to a 21-page report form (OE Form 2097) developed by the Office of Education. This form is keyed to *Handbook I, The Common Core of State Educational Information* (Office of Education Bulletin 1953, No. 8), which provides uniform educational terminology and definitions. A few of the financial items are keyed to *Handbook II, Financial Accounting for Local and State School Systems* (Office of Education Bulletin 1957, No. 4), which is the basic guide to financial accounting for public school systems.

This report is the result of reporting units gathering and summarizing information from many sources. The State summary data for local schools were based on data supplied by local or intermediate administrative units and represent the cooperative efforts of more than 3 million teachers and other school personnel at the State, intermediate, and local levels.

Procedures used in processing the data for this report were designed to obtain maximum accuracy and completeness. Each completed State report form was carefully reviewed for mathematical accuracy, internal consistency, and general adherence to prescribed definitions and terminology. The data were then compared with those for previous years and with published reports of the respective States. Letters and telephone calls helped to obtain missing data from respondents and to resolve outstanding questions.

² See Technical Notes for the States comprising each of the four geographic regions used in this report.

In some cases, data furnished by the States in this survey were supplemented by other information or records available in the Office of Education. Annual reports covering the National Defense Education Act, the Elementary-Secondary Education Act, and Public Laws 815 and 874 (School Assistance to Federally Affected Areas) were also sources of additional information on revenue receipts from the Federal Government.

In order to assure comparability in reporting receipts from the Federal Government for the School Lunch and Special Milk Programs and for net expenditures for "Food Services," data were adjusted on the basis of reports issued by the U.S. Department of Agriculture. Publications of the Governments Division, U.S. Bureau of the

Census, were consulted to obtain fuller data on State and local school agency contributions to employee retirement systems. Data on bonds issued were supplemented by data from Office of Education records and the publication *Bond Sales for Public School Purposes, 1967-68*.

Except for the adjustments just noted, the statistics presented in this report are generally based upon the information supplied by the chief education offices of the States and outlying areas. Not all States were able to provide every item of information requested; however, partial data are published because they provide useful information about the States reporting. In only a few areas was it necessary to make estimates for missing data.

ADMINISTRATIVE ORGANIZATION OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION

Constitutionally, public education is not a responsibility of the Federal Government but is left to the States and their citizens. Generally, States delegate operational and financial responsibilities to county and other supervisory districts and to local school agencies.

State Boards of Education

During the 1967-68 school year, State boards of education for elementary and secondary schools operated in all States except Illinois and Wisconsin. To administer the various special programs for vocational education, the 50 States have had long-established State boards for vocational education. However, in 45 of the 48 States having a State board for general elementary and secondary education, this board was also designated as the State board for vocational education. In the other five States (Colorado, Illinois, Indiana, Massachusetts, and Wisconsin), separate State boards for vocational education have been established.

A total of 523 persons served on State boards of education. The size of the boards ranged from three members in Mississippi to 24 in Ohio (table 2). Although most State boards of education were served by the staffs of the State education agencies, 17 States reported that their State boards of education had separate staffs, totaling 139 professional employees and 127 secretarial and clerical assistants in 1967-68.

State Departments of Education

Each State has a State education agency headed by a State superintendent or commissioner of education. In 1967-68, staffs of State education offices totaled 19,200 persons, consisting of the 50 chief State school officers, approximately 9,500 supervisory and professional staff members, 9,200 secretarial and clerical assistants, and 400

plant-operation and plant-maintenance employees (table 2). Supervisory and professional staffs of the State offices include deputy and assistant superintendents or commissioners, directors of divisions, chiefs of organized services, consultants, specialists, and regional and district supervisors.

Intermediate Administrative Units

For the 1967-68 school year 26 States had 1,522 intermediate units for public school administration operating between the State and local levels. They included counties, parts of counties, and supervisory unions. The chief responsibility of intermediate administrative units has not been the operation of schools but the rendering of consultative, advisory, and statistical services and the exercise of regulatory and inspector functions. Many intermediate units also provide services such as operation of special classes, supervision of instruction, health supervision, attendance services, and pupil transportation.

The 26 States with intermediate administrative units reported a total of approximately 6,100 intermediate district board members in 1967-68 (table 3). Staffs of intermediate units consisted of about 1,900 superintendents and other administrative staff, 2,000 instructional personnel (other than principals and teachers), 700 other professional personnel (attendance officers, visiting teachers, and health personnel), 1,600 secretarial and clerical assistants, and approximately 1,400 miscellaneous personnel.

Local Education Agencies

The actual operation of schools is generally the responsibility of local education agencies (LEA's). These local agencies are organized as public corporations under

the jurisdiction of boards of education responsible for the administration of all public schools in the area. Local school agencies provide the machinery through which local control of schools is exercised; they are largely responsible for the location and size of schools, the types of educational programs and services offered, and the amount of financial support to be provided locally. The size and characteristics of the local school systems vary from State to State.

Numbers of systems in the States have declined steadily in recent years as a result of reorganization and consolidation. The total number of systems in the United States in 1967-68 was approximately 22,000, compared with 27,000 in 1965-66 and 33,000 in 1962-63 (table 5). About 1,600 of the total in 1967-68 operated no schools but paid other systems for the education of their children.

Table 6 gives, as of July 1, 1967, the number of local school systems by size groupings based in most cases on fall 1967 enrollments. Of the 20,300 operating school systems reporting pupils enrolled, 41 percent had fewer than 300 pupils; 23 percent, between 300 and 1,000 pupils; 27 percent, between 1,000 and 5,000 pupils; and 9 percent, 5,000 or more pupils. These data indicate that the local school systems are still predominantly small, even though considerable progress has been made in the consolidation of small units.

Each school system has a school board, usually consisting of from three to nine members, vested with policymaking and supervisory authority. The vast majority of school boards are elected by popular vote, while others are appointed by various government officials. In 1967-68, there were 112,000 school board members, a decrease of 14,200, or 11 percent, from the number in 1965-66. Administrative staff members of local school systems consisted of 13,600 superintendents and 10,800 aides. The 2,071,000 members of the instructional staff constituted 68 percent of all local school system employees.

Noninstructional personnel in local school systems (tables 14 and 15) are engaged in activities such as attendance enforcement, school health and recreation,

pupil transportation, the School Lunch Program, and the operation and maintenance of the school plant. In 1967-68, 46 States and the District of Columbia reported a total of 950,400 noninstructional personnel (811,500 full-time and 138,900 part-time). It is estimated that 1,000,600 full-time and part-time noninstructional personnel were employed in local school systems in the United States.

Overall, some 3,193,000 persons were directly concerned with the operation of the public elementary and secondary schools in 1967-68. These included board members (generally serving without compensation); administrative staffs at the State, intermediate, and local levels; and instructional and noninstructional staffs. It is significant that nearly 99 percent served at the local level.

Table 9 reveals the relative sizes of the local school systems in terms of schools and pupils. For the United States as a whole, school systems had an average of fewer than five schools with about 430 pupils in attendance per school and an average of 2,000 per system. However, more than 41 percent of the operating systems had fewer than 300 pupils and more than 64 percent had fewer than 1,000 pupils each. Also, less than 1 percent of the systems enrolled 25,000 or more pupils, but these systems had about 29 percent of all public school students in the United States. Large numbers of schools per system were reported by Maryland, 51; West Virginia, 28; and Florida, 27, all of which operate countywide school systems. Small numbers were reported by Montana, Nebraska, and South Dakota, each averaging slightly more than one school per system. (Because of a change in procedures requiring reporting of combined elementary-secondary schools as single schools, these data are not entirely comparable to data for prior years; see section on Number of Public Schools.)

Except for Hawaii, which operates as a single school system, the States having the largest average daily attendance of pupils (ADA) per system were Maryland, 31,200; Florida, 18,200; and Louisiana, 11,700. The smallest ADA per system was noted for such sparsely populated States as Montana, Nebraska, and South Dakota.

NUMBER OF PUBLIC SCHOOLS

A school is defined³ for this report as "a division of the school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one

school plant, as is the case when the elementary and secondary programs are housed in the same school plant."

In 1967-68, there were 94,200 full-time public elementary and secondary day schools—67,200 elementary, 23,300 secondary, and 3,700 combined elementary-secondary (table 7). Of the 70,900 elementary schools and combined elementary-secondary schools, approximately 4,150 were one-teacher schools, and 66,750 had two or more teachers.

³The Common Core of State Educational Information, State Educational Records and Reports Series: Handbook I, Bulletin 1953, No. 8.

In this study, for the first time, data are reported on the number of combined elementary-secondary schools (organized as a single unit having both elementary and secondary grades). Therefore schools with elementary grades (70,900) represent the sum of the 3,700 combined schools and the 67,200 solely elementary schools. Similarly, the same 3,700 are added to the 23,300 solely secondary schools to obtain 27,000 schools with secondary grades.

There has been a steady reduction in the number of elementary schools in recent years. This is the result of large-scale closings of one-teacher schools, school district reorganization, and increased pupil transportation services. During the past 10 years the number of one-teacher schools has dropped sharply—from 26,200 in 1957-58 to 4,100 in 1967-68 (table 8).

Of the 41 States reporting data on one-teacher schools, 34 furnished data on the number of grades in these schools. Although the *Common Core of State Educational Information* requests data on the number of such schools "authorized to offer" four or fewer grades and "author-

ized to offer" five or more grades, responses to the Office of Education questionnaire appear to be in terms of numbers of grades in which pupils happen to be enrolled. As indicated in columns 14 and 15 of table 7, about 88 percent of the one-teacher schools provided instruction in five or more grades.

The extensive school building program necessitated by rapidly rising enrollments in recent years did not increase the total number of elementary and secondary schools because the newer schools are larger and accommodate more pupils than the old schools that were closed. From 1957-58 to 1967-68 the average enrollment per school (both elementary and secondary) increased from 277 to 466 pupils. In addition to elementary and secondary schools, local boards of education operated 217 junior or community colleges and technical institutes (table 7).

States having the largest average daily attendance (ADA) per school included Florida, 670; Hawaii, 770; and New York, 700. Those with the smallest ADA per school included Montana, 156; Nebraska, 129; and South Dakota, 94.

INSTRUCTIONAL STAFF

The term "instructional staff" refers to those employees who render direct and personal services which are in the nature of teaching, aiding teaching, or improving the teaching-learning situation. Included are supervisors of instruction, principals, teachers, audiovisual and television instructors, guidance personnel, librarians, and psychological personnel.

Supervisors of instruction or consultants provide direct leadership to other instructional staff for the purpose of improving the learning situation and instructional methods at a particular level or in a particular subject. Principals are the administrative heads of schools. They usually have the major responsibility for the coordination and supervision of a school. The instructional staff exclusive of supervisors of instruction and principals is referred to in this report as the "nonsupervisory instructional staff."

Data on personnel are reported in terms of number of positions rather than number of individuals occupying those positions during the school year.

In 1967-68 the instructional staff consisted of 29,000 supervisors of instruction, 85,500 principals, 1,863,950 classroom teachers, and 92,750 other instructional staff (table 10). There was a total of 2,071,200 staff members, an increase of 186,700 (9.9 percent over the number in 1965-66 (table B).

Separate data on classroom teachers were collected for the first time in the 1953-54 survey. In earlier years, information was requested for the combined group of

Table B.—Instructional staff, enrollment, and instructional staff per 1,000 pupils enrolled in full-time public elementary and secondary day schools: United States, 1929-30 to 1967-68

Year	Total instructional staff ¹	Total enrollment (K-12, including post-graduates)	Instructional staff per 1,000 enrolled pupils
1929-30 . . .	880,365	25,678,015	34.3
1931-32 . . .	892,945	26,275,441	34.0
1933-34 . . .	869,316	26,434,193	32.9
1935-36 . . .	893,347	26,367,098	33.9
1937-38 . . .	918,715	25,975,108	35.4
1939-40 . . .	911,835	25,433,542	35.9
1941-42 . . .	898,001	24,562,473	36.6
1943-44 . . .	865,038	23,266,616	37.2
1945-46 . . .	867,248	23,299,941	37.2
1947-48 . . .	907,013	23,944,532	37.9
1949-50 . . .	962,174	25,111,427	38.3
1951-52 . . .	1,012,384	26,562,664	38.1
1953-54 . . .	1,098,320	28,836,052	38.1
1955-56 . . .	1,213,459	31,162,843	38.9
1957-58 . . .	1,333,332	33,528,591	39.8
1959-60 . . .	1,464,031	36,086,771	40.6
1961-62 . . .	1,587,761	38,252,673	41.5
1963-64 . . .	1,716,577	41,025,000	41.8
1965-66 . . .	1,884,509	42,835,423	44.0
1967-68 . . .	2,071,246	43,891,449	47.2

¹ In full-time equivalents; includes supervisors, principals, classroom teachers, and other instructional personnel.

Note.—Includes Alaska and Hawaii beginning in 1959-60.

classroom teachers and other nonsupervisory instructional staff. Some States do not report the various categories of nonsupervisory instructional staff separately, with the result that the figures on classroom teachers include an undetermined number of other instructional staff. Based on the reported amounts, there were 1,864,000 classroom teachers (1,039,300 elementary and 824,700 secondary), which accounted for 90 percent of the 1967-68 total instructional staff.

A number of States also reported separately several other categories of instructional personnel. Included were 33,800 school librarians, 41,700 guidance personnel, 4,700 psychological personnel, and 12,500 television instructors and other nonsupervisory instructional personnel (tables 10 and 13).

Beginning with the 1953-54 survey, respondents were asked to report separately the numbers of men and women *classroom teachers*. The available data indicate that there has been a long-range increase in the proportion of men teachers, from 26.8 percent in 1957-58 to 31.5 percent in 1967-68; however, the latter was down slightly from 31.8 percent in 1965-66. The same 10-year pattern appeared in both the elementary and secondary schools, with an increase in the elementary from 12.8 percent in 1957-58 to 14.6 percent in 1967-68, down from 15.2 percent in 1965-66, and an increase in the secondary from 50.5 percent in 1957-58 to 52.9 percent in 1967-68, down from the 53.7 percent in 1965-66.

GROWTH OF SCHOOL-AGE POPULATION AND TOTAL POPULATION

In recent years, the rate of growth of the school-age population has exceeded that of the total population. The population of elementary-secondary school age (5-17 years) increased 28 percent between 1957-58 and 1967-68, whereas the total population increased by only 16 percent. The 51 million school-age children at the

beginning of the 1967-68 school year represented 26.1 percent of the total population of 197.9 million. Ten years earlier there were 40.2 million school-age children, who constituted 23.6 percent of the total population of 170.3 million.

SCHOOL ENROLLMENT OF INDIVIDUAL AGE GROUPS OF THE SCHOOL-AGE POPULATION

Table C gives the estimated school enrollment of the population 5 to 17 years old by age and sex as of October 1967. The data include pupils enrolled in public and nonpublic elementary and secondary schools on a full-time or part-time basis in day and evening sessions.

Compulsory school attendance laws have made attendance of the 7- to 13-year age group almost universal. Of the youths 14 to 17 years old, 92 percent were enrolled (98.2 percent of the 14- and 15-year-olds and 85.4 percent of the 16- and 17-year-olds).

PUPILS IN PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

Information concerning the number of pupils served by the public schools from prekindergarten level through the secondary grades is needed as a basis for planning the educational program. Data on pupil membership and attendance, as well as the number of days in the annual school term, indicate the extent of the school services provided (tables 16 to 23).

tions during the war years that followed resulted in a gradual decline in enrollments to a low of 23.2 million in 1944-45.⁴ The downward trend in enrollments was reversed in 1945-46; and the subsequent growth has been steadily upward, reaching an all-time peak of 43.9 million in 1967-68 (table D).

Cumulative public school enrollment increased 4.5 percent between 1965-66 and 1967-68. However, the rate of growth varied considerably among the States, with six States showing decreased enrollments (table 19).

The enrollment information in this survey is collected on a State-by-State basis. The cumulative enrollment represents a count of the total number of different pupils registered at any time during the school year in each State. Pupils enrolled in two or more States during the

⁴ Biennial Survey of Education in the United States, 1946-48.

Table C.—Enrollment of school-age population in public and nonpublic elementary and secondary day schools, by age and sex: United States, October 1967
(Population and enrollments in thousands)

Age group ¹	Population ²	Total Enrolled in school		Boys Enrolled in school		Girls Enrolled in school			
		Number	Percent of population	Population ²	Number	Percent of population	Population ²	Number	Percent of population
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total, 5 to 17 years	51,464	³ 49,037	95.3	³ 26,121	24,940	95.5	³ 25,343	24,095	95.1
5 and 6 years	8,413	7,352	87.4	4,293	3,719	86.6	4,120	3,632	88.2
Total, 7 to 13 years . .	28,494	28,286	99.3	14,466	14,342	99.1	14,028	13,944	99.4
7 to 9 years	12,450	12,381	99.4	6,324	6,286	99.4	6,126	6,094	99.5
10 to 13 years	16,044	15,905	99.1	8,142	8,055	98.9	7,902	7,850	99.3
Total, 14 to 17 years .	14,557	13,399	92.0	7,362	6,879	93.4	7,195	6,519	90.6
14 and 15 years . . .	7,506	7,374	98.2	3,804	3,739	98.3	3,702	3,634	98.2
16 and 17 years . . .	7,051	⁴ 6,025	85.4	⁴ 3,558	3,140	88.3	⁴ 3,493	2,885	82.6

¹ Comparisons of the ages of the population and their normal level of school are based on the following assumptions: Kindergarten, 5 years old; grades 1 to 8, 6-13 years old; and grades 9 to 12, 14-17 years old.

² Population data for the civilian population, excluding the relatively small number of inmates of institutions.

³ In addition, 1,072,000 pupils over 17 years of age (585,000 boys and 487,000 girls) were enrolled in elementary and secondary schools, or a grand total of 50,109,000.

⁴ Excludes 239,000 students (96,000 boys and 143,000 girls) enrolled in college.

NOTE.—Because of rounding, detail may not add to totals.

Source: U.S. Bureau of the Census. Current Population Reports, Series P-20, No. 190. (Based on a sample survey of approximately 50,000 households.)

Table D.—Relationship of average daily attendance (ADA) to enrollment in full-time public elementary and secondary day schools:
United States, 1929-30 to 1967-68

Year	Enrollment (in thousands)	ADA (in thousands)	ADA as percent of enrollment
1929-30	25,678	21,265	82.8
1931-32	26,275	22,245	84.7
1933-34	26,434	22,458	85.0
1935-36	26,367	22,299	84.6
1937-38	25,975	22,298	85.8
1939-40	25,434	22,042	86.7
1941-42	24,562	21,031	85.6
1943-44	23,267	19,603	84.3
1945-46	23,300	19,849	85.2
1947-48	23,945	20,910	87.3
1949-50	25,111	22,284	88.7
1951-52	26,563	23,257	87.6
1953-54	28,836	25,644	88.9
1955-56	31,163	27,740	89.0
1957-58	33,529	29,722	88.6
1959-60	36,087	32,477	90.0
1961-62	38,253	34,682	90.7
1963-64	41,025	37,405	91.2
1965-66	42,835	39,154	91.4
1967-68	43,891	40,828	93.0

NOTE.—Includes Alaska and Hawaii beginning in 1959-60.

school year are therefore counted more than once, and this has a tendency to inflate the cumulative enrollment figure for the Nation. The membership-by-grade data are an unduplicated count of pupils in membership in the fall of 1967 (table 16). These membership data were inflated to obtain the enrollment-by-grade data reported in table 18.

Enrollment in Kindergarten and Grades 1 to 8

Enrollment in kindergarten and grades 1 to 8 reached a high of 21.3 million pupils in 1929-30 (table 1). It declined in each subsequent year through 1944-45 (to 17.7 million) but has been rising steadily since then. An increase of almost 6 million pupils from 1957-58 to 1967-68 brought fall enrollment in kindergarten and grades 1 to 8 to an all-time high of 31.6 million (table 16).

Enrollment in Grades 9 to 12

The enormous increase in the number of pupils enrolled in the last 4 years of school represents one of the major developments in the growth of the public school system. While the population of high school age (14 to 17 years) more than doubled since 1889-90, enrollments in

grades 9 to 12 multiplied more than 60 times. High school enrollments, after reaching a peak of 6,714,000 in 1940-41, declined to a low of 5,554,000 in the war year 1943-44. Since then the trend has been generally upward, reaching a record high of 12,250,000 in 1967-68 (table 16). The greatly increased birth rate following World War II is being reflected in much greater high school enrollments. There is also a continuing tendency for a greater percentage of the high-school age group to attend high school.

Average Daily Membership (ADM)

The average daily membership for a school year is the average number of pupils belonging (present and absent) each day. It is computed for an individual school by dividing the aggregate of *pupil-days membership* by the number of days the school was actually in session. The ADM for a State is the sum of the ADM's for all the schools, which may vary in length of school terms. ADM in 1967-68 was an estimated 43.3 million pupils, an increase of 4.3 percent over the 41.5 million estimated for 1965-66. The 1967-68 total includes estimates for the six States that did not report this information (table 22).

For the years prior to 1955-56, membership figures were not available nationally to compute the necessary ratios. The ratio of average daily attendance (ADA) to ADM has shown minor fluctuations since 1955-56 when

the percentage was first estimated on a national basis. ADA as a percent of ADM was 93.5 in 1955-56, compared with 94.4 in 1967-68.

Average Daily Attendance (ADA)

The average daily attendance for an individual school during a school year is the aggregate days *attendance* divided by the number of days the school is actually in session. The ADA for a State is the sum of the ADA's for all schools, which may have varying lengths of school terms. The ADA rose from 39.2 million pupils in 1965-66 to 40.8 million pupils in 1967-68, or 4.3 percent. The ratio of ADA to total enrollment was 93.0 percent in 1967-68 (table D).

Length of School Term

The average length of the school term for a State is the aggregate days of attendance of all pupils divided by the average daily attendance and reflects the number of days schools are actually in session. The average length of school term increased from 132 days in 1869-70 to 173 days in 1929-30. In the 1950's, the school term leveled off at about 177-178 days. A peak of 179 days was reached in 1961-62 and was about the same for 1965-66 and 1967-68 (tables 1 and 22).

PUBLIC HIGH SCHOOL GRADUATES

As would be expected from the enrollment growth in grades 9 to 12, the number of public high school graduates has increased manyfold during the present century. After reaching a high of 1,161,000 graduates in 1941-42 the number fell to fewer than 1 million during the remaining war years (table E). In the postwar period the number fluctuated upward, reflecting the changes in the number of young people reaching the age at which pupils generally graduate from high school and the greater holding power of the schools. After remaining at about the million mark through 1951-52, the number of graduates increased at varying rates in the following years, reaching a high of 2,395,000 in 1967-68. The graduates in 1967-68 represented 95.0 percent of the 2,521,000 pupils enrolled in the last year of high school at the beginning of

the 1967-68 school year. Percentage figures have fluctuated narrowly from 93 to 95 percent during the past decade (tables E and 16).

The increasing holding power of public high schools is indicated by the fact that the high school graduates in 1967-68 represented 77.6 percent of the class that entered grade 9 in the fall of 1964, compared with 1965-66 graduates as 76.3 percent of the entering class in 1962.

In addition to the graduates from regular public day high schools in 1967-68, some 43,000 received high school graduation diplomas for attendance at evening and adult schools, and 97,000 persons were granted high school equivalency certificates on the basis of examinations (table 24).

PUPIL TRANSPORTATION SERVICES PROVIDED BY PUBLIC SCHOOLS

State legislation for reorganizing school systems and consolidating widely scattered school attendance areas has greatly increased the need for pupil transportation services. Also, many school districts have found that only by

furnishing pupil transportation services can any equalization of educational opportunity be achieved.

During the 1967-68 school year, 17.1 million public school pupils, or 42 percent of the pupils in average daily

Table E.—Number graduating from public high schools
in the United States, by sex: 1939-40 to 1967-68

Year ¹	Total	Male		Female		Percent change from previous year	Graduates, as percent of 9th grade pupils 4 years earlier
		Number	Percent of total	Number	Percent of total		
1939-40	1,143,246	538,273	47.1	604,973	52.9	--	57.9
1940-41	1,152,223	536,715	46.6	615,508	53.4	+0.8	58.2
1941-42	1,161,199	535,156	46.1	626,043	53.9	+0.8	58.2
1942-43	1,086,498	489,115	45.0	597,383	55.0	-6.4	54.0
1943-44	953,254	393,418	41.3	559,836	58.7	-12.3	46.9
1944-45 ²	944,536	398,594	42.2	545,942	57.8	-0.9	49.0
1945-46	974,407	418,725	43.0	555,682	57.0	+3.2	51.3
1946-47 ²	1,073,679	485,303	45.2	588,376	54.8	+10.2	60.5
1947-48	1,073,178	507,649	47.3	565,529	52.7	(³)	61.6
1948-49	1,057,944	499,984	47.3	557,960	52.7	-1.4	61.2
1949-50	1,063,444	505,394	47.5	558,050	52.5	+0.5	60.4
1950-51	1,042,600	496,700	47.6	545,900	52.4	-2.0	62.3
1951-52	1,055,586	501,723	47.5	553,863	52.5	+1.2	61.8
1953-54	1,129,341	544,575	48.2	584,766	51.8	(¹)	63.4
1955-56	1,252,054	606,502	48.4	645,552	51.6	(¹)	67.3
1956-57	1,269,820	615,730	48.5	654,090	51.5	+1.4	65.3
1957-58	1,332,293	647,651	48.6	684,642	51.4	+4.9	65.7
1958-59	1,435,456	699,738	48.7	735,718	51.3	+7.7	67.0
1959-60	1,627,050	791,426	48.6	835,624	51.4	+13.3	68.4
1960-61	1,725,521	843,083	48.9	882,438	51.1	+6.1	69.3
1961-62	1,678,024	826,295	49.2	851,729	50.8	-2.8	69.3
1962-63	1,710,556	844,323	49.4	866,233	50.6	+1.9	70.9
1963-64	2,008,371	984,967	49.0	1,023,404	51.0	+17.4	73.0
1964-65	2,362,100	1,167,438	49.4	1,194,662	50.6	+17.6	73.3
1965-66	2,326,811	1,160,727	49.9	1,166,084	50.1	-1.5	76.3
1966-67	2,374,084	1,184,361	49.9	1,189,723	50.1	+2.0	77.1
1967-68	2,394,535	1,193,425	49.8	1,201,110	50.2	+0.9	77.6

¹ Data for 1952-53 and 1954-55 not available.

² Distribution by sex estimated by Office of Education.

³ Less than 0.05 percent and negative.

NOTE.—Data include Alaska beginning in 1958-59 and Hawaii beginning in 1959-60.

attendance, were transported to schools at public expense (table 25). In addition, some 548,000 nonpublic school pupils were transported at public expense. The proportion of public school pupils who were transported ranged from 15.1 percent in Hawaii and 19.0 percent in Nebraska to 60.6 percent for Maine and 65.9 percent for West Virginia. Further increases in the numbers of pupils transported are anticipated as small schools, which still exist in substantial numbers, are replaced by larger centralized schools.

In 1967-68, 201,000 school buses having capacities for

12 or more pupils and 19,000 other vehicles transported school children traveling 2.0 billion miles on regular school bus routes to and from school. Total public expenditures for pupil transportation—including operation, maintenance, and the replacement of buses (but not capital outlay for additional buses)—amounted to \$981 million, or 3.7 percent of the total current expenditures for public elementary and secondary education. The average annual cost per public school pupil transported was \$57 in 1967-68, with the range in State per-pupil costs extending from \$26 in North Carolina to \$127 in Wyoming (tables 25 and 42).

SCHOOL LUNCH PROGRAMS

In 1967-68, an average of 19.9 million pupils per day were served lunch in organized school lunch programs, representing about 49 percent of the pupils in average daily attendance. Among individual States, percentages ranged from 19 to 85, with the schools of eight States

serving lunches to more than two-thirds of their pupils and five States to less than one-third. School lunch programs were operated for 6 months or more in 68,300 public school plants during the year (table 26).

These data relate to all lunch programs which are

operated from funds that are under the control of the school administrative unit, including those both receiving and not receiving Federal school lunch aid.

In June 1946, the 79th Congress passed Public Law 396, generally known as the National School Lunch Act, which provided for cash grants and for the allocation of surplus commodities for school lunch purposes by the Department of Agriculture through State education agencies. Additional commodities are made available under the provisions of section 32 of Public Law 320, 74th Congress, which authorizes the purchase and distribution of foods under surplus removal programs as one method of encouraging consumption of agricultural commodities. This program was amended under section 416 of the

Agriculture Act of 1949 to provide for the distribution to the schools of commodities acquired under price support legislation.

Federal assistance to school lunch programs was initiated in 1935 on a limited basis as one method of providing a market for surplus agricultural commodities. Some 20 years later, the Agricultural Act of 1954 authorized reimbursement payments to elementary and secondary schools participating in the Special School Milk Program. In 1967-68, funds amounting to \$241 million and commodities valued at \$294 million were contributed by the Federal Government for the operation of the school lunch and school milk programs in public schools (table 30).

SOURCES OF INCOME FOR SCHOOL PURPOSES

Funds required to pay the cost of operating the public schools are derived almost exclusively from property taxes at the local level, sales and income taxes at the State level, and the income tax at the Federal level. For elementary and secondary education, very little if any of the operating revenues are derived from such nonpublic sources as gifts, fees, and tuition.

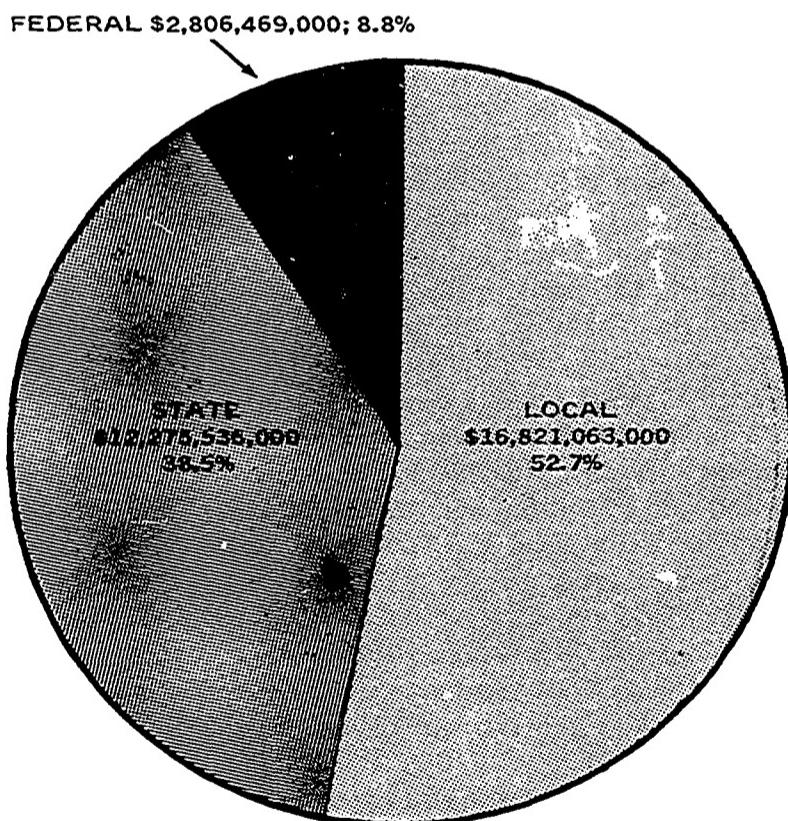
Funds for school construction and the provision of physical facilities are generally obtained at the local level through the issuance and sale of school bonds, which create debt, and from current revenues or the accumulation of current revenues. In a few States, some funds for school construction have been loaned or granted to local education agencies by the State.

Revenue Receipts

Revenue receipts, which constitute the major portion of school income, are defined as additions to assets which do not increase the school indebtedness and do not represent exchanges of school property for money. They are derived more or less regularly from specific sources, such as appropriations from taxes levied for general purposes by Federal, State, county, and local governments; receipts from taxes levied specifically for school purposes; income from permanent funds and endowments; income from leases of school lands; and such miscellaneous sources as tuition, fees, interest on bank deposits, and gifts (chart 1).

Receipts from appropriations and taxation (including all Federal contributions) constituted 96.9 percent of all revenue receipts during the 1967-68 school year (tables F and 30). Revenue receipts have shown a continuing upward trend since World War II. In 1967-68 total revenue receipts amounted to \$31.9 billion, compared with \$25.4 billion in 1965-66 (tables F and G).

Chart 1.—School revenue receipts for public day schools from Federal, State and local sources: United States, 1967-68
(Total revenue receipts: \$31,903,064,000)



An analysis of revenue receipts by source indicates that, while the proportion from Federal sources has generally risen over the years (from 2.8 percent of the total in 1947-48 to 8.8 percent in 1967-68), it is still a relatively minor source of financial support for public schools. It should also be noted that Federal support of education has not been in the form of general aid but has been designated for specific purposes such as aid for vocational education, for school lunches, for the federally

Table F.—Revenue receipts, nonrevenue receipts, and beginning balances for public day schools: United States, 1965-66 and 1967-68

(Amounts in thousands of dollars)

Item	1965-66	1967-68	Percent change
Total amount available	\$32,827,892	\$40,385,286	+23.0
Revenue receipts	25,356,858	31,903,064	+25.8
From taxation and appropriations (including Federal)	24,544,880	30,904,341	+25.9
From all other sources	811,979	998,723	+23.0
Nonrevenue receipts (bond sales, loans, etc.)	3,330,803	3,747,356	+12.5
Balances on hand, beginning of year	4,140,231	4,734,866	+14.4

Note.—Because of rounding, detail may not add to totals.

affected school systems, and for a variety of special programs under the National Defense Education Act and the Elementary and Secondary Education Act.

State support of public schools (generally derived from nonproperty tax sources such as income, sales, and business taxes) tends to broaden the school tax base and to aid in the equalization of educational opportunity within the State. Revenues derived from such sources increase with rises in price levels, population, and the volume of business transactions.

The proportion of revenue receipts derived from State sources increased from 16.9 percent in 1929-30 to 30.3 percent in 1939-40, then to a peak of 39.8 percent in 1949-50. Since then, the State percentage has fluctuated in a narrow range between 37.4 and 39.5 percent (table G). In 1967-68 revenue receipts from State sources accounted for 38.5 percent of the total. In that year the proportion of State funds in individual States ranged from 4.7 percent in Nebraska to 81.7 percent in Hawaii (table 31).

Because of the increased Federal and State support, the proportion of revenue receipts from local and county and other sources (derived largely from property taxes) has fluctuated downward in recent years—from 58.3 percent in 1947-48 to 52.7 percent in 1967-68 (tables G and 31).

Receipts from other revenue sources (gifts, and tuition and transportation fees received from patrons) amounted to \$130 million or 0.4 percent of total revenue receipts in 1967-68 (tables 30 and 31).

State variations in the proportions of revenue receipts from Federal, State, and local sources are the product of

Table G.—Revenue receipts from Federal, State, and local sources for public day schools: United States, 1919-20 to 1967-68

Year	Total	Federal	State	Local (including intermediate) ¹
Amounts in thousands of dollars				
1919-20 . .	970,120	2,475	160,085	807,561
1929-30 . .	2,088,557	7,334	353,670	1,727,553
1939-40 . .	2,260,527	39,810	684,354	1,536,363
1941-42 . .	2,416,580	34,305	759,993	1,622,281
1943-44 . .	2,604,322	35,886	859,183	1,709,253
1945-46 . .	3,059,845	41,378	1,062,057	1,956,409
1947-48 . .	4,311,534	120,270	1,676,362	2,514,902
1949-50 . .	5,437,044	155,848	2,165,689	3,115,507
1951-52 . .	6,423,816	227,711	2,478,596	3,717,507
1953-54 . .	7,866,852	355,237	2,944,103	4,567,512
1955-56 . .	9,686,677	441,442	3,828,886	5,416,350
1957-58 . .	12,181,513	486,484	4,800,368	6,894,661
1959-60 . .	14,746,618	651,639	5,768,047	8,326,932
1961-62 . .	17,527,707	760,975	6,789,190	9,977,542
1963-64 . .	20,544,182	896,956	8,078,014	11,569,213
1965-66 . .	25,356,858	1,996,954	9,920,219	13,439,686
1967-68 . .	31,903,064	2,806,469	12,275,536	16,821,063
Percent distribution				
1919-20 . .	100.0	.3	16.5	83.2
1929-30 . .	100.0	.4	16.9	82.7
1939-40 . .	100.0	1.8	30.3	68.0
1941-42 . .	100.0	1.4	31.5	67.1
1943-44 . .	100.0	1.4	33.0	65.6
1945-46 . .	100.0	1.4	34.7	63.8
1947-48 . .	100.0	2.8	38.9	58.3
1949-50 . .	100.0	2.9	39.8	57.3
1951-52 . .	100.0	3.5	38.6	57.8
1953-54 . .	100.0	4.5	37.4	58.1
1955-56 . .	100.0	4.6	39.5	55.9
1957-58 . .	100.0	4.0	39.4	56.6
1959-60 . .	100.0	4.4	39.1	56.5
1961-62 . .	100.0	4.3	38.7	56.9
1963-64 . .	100.0	4.4	39.3	56.3
1965-66 . .	100.0	7.9	39.1	53.0
1967-68 . .	100.0	8.8	38.5	52.7

¹ Includes a relatively minor amount from other sources (transportation fees and tuition from patrons and gifts) which accounted for 0.4 percent of total revenue receipts in 1967-68.

NOTE.—Includes Alaska and Hawaii beginning in 1959-60. Because of rounding, detail may not add to totals.

available financial resources as well as the unique fiscal and taxing characteristics of each State.

Nonrevenue Receipts

Nonrevenue receipts are defined as those receipts which either incur a future obligation or change the form of an asset from real and personal property to cash and therefore decrease the net amount and value of real and personal school property. Money received from loans, sale

of bonds, sale of property purchased from capital funds, and proceeds from insurance adjustments constitute most of the nonrevenue receipts. Since most nonrevenue receipts are used for capital outlay purposes, such receipts have fluctuated with the amount of school construction activity.

After reaching a low of \$94.8 million in 1943-44, reflecting the curtailment of the school building program during the war, nonrevenue receipts rose markedly during the postwar period. Nonrevenue receipts increased from \$964 million in 1949-50 to \$2.6 billion in 1959-60, fell off to \$2.5 billion in 1961-62 and 1963-64, and rose to \$3.3 billion in 1965-66 and to a new peak of \$3.7 billion in 1967-68 (table 29).

Balances Carried Over From Previous Year

In 1967-68, balances carried over from the previous

year amounted to \$4.7 billion. Such beginning balances do not represent a surplus of unused funds but are considered an important part of the regular funds available for spending, which are generally earmarked for specific purposes. For the 41 States reporting balances by purpose, 43.9 percent of the total balances were earmarked for capital outlay, 40.2 percent for current operation, and 11.8 percent for bond interest and redemption. Four States did not designate the "purposes" for which the balances might be used. It should be observed that, although the balance of \$4.7 billion at the beginning of the 1967-68 school year showed a 14.4-percent increase over the \$4.1 billion balance reported for the corresponding date 2 years earlier, the increase can largely be accounted for by increased reporting. Balances normally represent the working funds needed to maintain continuing programs and reserves for future capital expenditures or debt retirement.

EXPENDITURES FOR SCHOOL PURPOSES

Total amounts expended for public school purposes include payments for current expense, capital outlay, and debt service. Current expenditures comprise similar items of expense in schools of all the States since they pertain to the on-going expenses of school operation. However, the other two categories, capital outlay and debt service, are subject to wide fluctuation among the States since they relate closely to school construction programs, which come at irregular intervals.

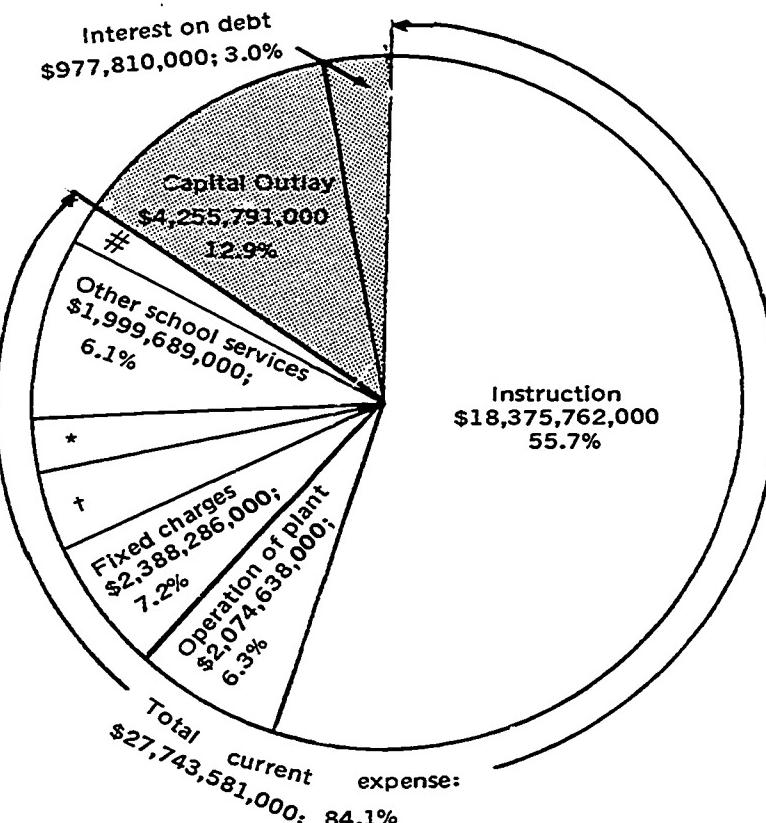
Total Expenditures

A total of \$33.0 billion was spent in 1967-68 for public school purposes, an increase of 26 percent over the \$26.2 billion spent in 1965-66. Included in the total are current expenditures for elementary and secondary day schools, community services, summer schools, community colleges, adult education, capital outlay, and interest on school debt (chart 2).

In any historical review of school finance data, allowance must be made for the changing value of the dollar. The dollar in the 1967-68 school year, for example, brought about two-fifths (41 percent) of the commodities and services that could be purchased for a dollar in 1939-40. Tables 1, 48, and 50 present historical trends in expenditure data in both actual unadjusted dollars and in dollars adjusted to reflect their purchasing power in 1967-68.

Factors contributing to the increase in school expenditures over the years, in addition to expanding school enrollments and the depreciation of the dollar, include the following: (1) schools are in session for longer terms; (2) school employees are receiving relatively higher salaries;

Chart 2.—Expenditures for public day schools, by purpose: United States, 1967-68



#Other current expense: \$866,419,000; 2.6%

*Plant maintenance
\$789,760,000; 2.4%

†Administration
\$1,249,028,000; 3.8%

(3) the average number of pupils per teacher has been reduced; (4) the educational programs have been enlarged to include additional subjects and services; (5) secondary enrollment, with higher unit costs, represents an increasing proportion of total enrollment; and (6) migration of the school-age population has increased the need for additional new school buildings.

Bond redemption, while a disbursement item in any one year, is not included in expenditures since it is in fact the repayment of funds borrowed and expended in a prior

period. Its inclusion in a statistical series would duplicate the previously reported expenditures. A breakdown of total expenditures and percentages by major account for selected years is given in table H.

Current Expenditures

In 1967-68, current expenditures for public elementary and secondary day schools amounted to \$26.9 billion, or

Table H.—Summary of expenditures for public day schools, by account: United States, 1929-30 to 1967-68

Account	1929-30	1939-40	1949-50	1957-58	1959-60	1961-62	1963-64	1965-66	1967-68
	Amounts in thousands of dollars								
Total expenditures, all schools	2,316,790	2,344,049	5,837,643	13,569,163	15,613,255	¹ 18,373,339	21,324,993	26,248,026	32,977,182
Total current expenditures, all schools	1,853,377	1,955,166	4,722,888	10,374,494	12,461,955	¹ 14,923,363	17,645,973	21,701,584	27,743,581
Total current expenditures for public elementary and secondary day schools ²	1,843,552	1,941,799	4,687,274	10,251,842	12,329,389	¹ 14,729,270	17,218,446	21,053,280	26,877,162
Administration ³	78,680	91,571	220,050	443,325	528,408	648,372	744,770	937,646	1,249,028
Instruction	1,317,727	1,403,285	3,112,340	6,900,899	8,350,738	10,016,280	11,750,469	14,445,484	18,375,762
Salaries of instructional staff	(1,250,427)	(1,314,342)	(2,896,489)	(6,368,177)	(7,671,250)	(9,191,353)	(10,755,450)	(13,068,457)	(16,373,367)
Other expenditures for instruction	(67,300)	(88,943)	(215,851)	(532,722)	(579,487)	(824,927)	(975,018)	(1,377,034)	(2,002,389)
Plant Operation	216,072	194,355	427,587	924,342	1,085,036	1,283,085	1,445,845	1,762,745	2,074,638
Plant maintenance	78,810	73,321	214,164	378,127	422,586	477,346	539,186	623,581	789,760
Fixed charges	50,270	50,116	261,469	715,033	909,323	1,077,278	1,343,684	1,700,965	2,388,286
Other school services ⁴	101,993	129,141	451,663	890,118	1,033,297	¹ 1,226,909	1,394,492	1,582,858	1,999,689
Pupil transportation	NA	NA	(214,784)	(416,491)	(486,338)	(576,361)	(673,845)	(787,358)	(981,006)
Food services	NA	NA	(139,992)	(305,524)	(372,975)	¹ (435,488)	(493,182)	(521,900)	(674,883)
Health services	NA	NA	(30,599)	(85,574)	(100,993)	(129,007)	(127,737)	(156,748)	(205,574)
Attendance services	NA	NA	NA	(25,352)	(27,948)	(35,584)	(38,026)	(46,980)	(70,071)
Miscellaneous school services ⁵	NA	NA	(66,289)	(57,177)	(45,042)	(50,469)	(61,703)	(69,873)	(68,155)
Current expenditures for summer schools	(⁶)	(⁶)	(⁶)	4,554	13,263	21,326	28,994	70,310	105,894
Current expenditures for adult education	69,825	613,367	635,614	36,749	26,858	29,536	74,872	120,874	151,864
Current expenditures for community colleges	(⁶)	(⁶)	(⁶)	40,492	34,492	71,252	245,433	301,545	390,069
Current expenditures for community services	(⁶)	(⁶)	(⁶)	40,855	57,953	71,979	78,229	155,575	218,592
Capital Outlay	370,878	257,974	1,014,176	⁷ 2,852,747	⁷ 2,661,786	⁷ 2,862,73	⁷ 2,977,976	3,754,862	4,255,791
Interest on school debt	92,536	130,909	100,578	341,922	489,514	587,523	701,044	791,580	977,810
Percent distribution									
Total expenditures, all schools	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total current expenditures, all schools	80.0	83.4	80.9	76.5	79.8	81.2	82.7	82.7	84.1
Total current expenditures for public elementary and secondary day schools ²	79.6	82.8	80.3	75.6	79.0	¹ 80.2	80.7	80.2	81.5
Administration ³	3.4	3.9	3.8	3.3	3.4	3.5	3.5	3.6	3.8
Instruction	56.9	59.9	53.3	50.9	53.5	¹ 54.5	55.1	55.0	55.7
Salaries of instructional staff	(54.0)	(56.1)	(49.6)	(46.9)	(49.1)	¹ (50.0)	(50.5)	(49.8)	(49.7)
Other expenditures for instruction	(2.9)	(3.2)	(3.7)	(3.9)	(4.4)	(4.5)	(4.6)	(5.2)	(6.1)
Plant operation	9.3	8.3	7.3	6.8	6.9	7.0	6.8	6.7	6.3
Plant maintenance	3.4	3.1	3.7	2.8	2.7	2.6	2.5	2.4	2.4
Fixed charges	2.2	2.1	4.5	5.3	5.8	5.9	6.3	6.5	7.2
Other school services ⁴	4.4	5.5	7.7	6.6	6.6	¹ 6.8	6.5	6.0	6.1
Pupil transportation	NA	NA	(3.7)	(3.1)	(3.1)	(3.1)	(3.2)	(3.0)	(3.0)
Food services	NA	NA	(2.4)	(2.3)	(2.4)	¹ (2.4)	(2.3)	(2.0)	(2.0)
Health services	NA	NA	(.5)	(.6)	(.6)	(.7)	(.6)	(.6)	(.6)
Attendance services	NA	NA	(.2)	(.2)	(.2)	(.2)	(.2)	(.2)	(.2)
Miscellaneous school services ⁵	NA	NA	(1.1)	(.4)	(.3)	(.3)	(.3)	(.2)	(.2)
Current expenditures for summer schools	(⁶)	(⁶)	(⁶)	(⁸)	.1	.1	.1	.3	.3
Current expenditures for adult education	⁶ .4	⁶ .6	⁶ .6	³ .3	.2	.2	.4	.5	.5
Current expenditures for community colleges	(⁶)	(⁶)	(⁶)	.3	.2	.4	1.2	1.1	1.2
Current expenditures for community services	(⁶)	(⁶)	(⁶)	.3	.4	.4	.4	.6	.7
Capital outlay	16.0	11.0	17.4	⁷ 21.0	⁷ 17.0	⁷ 15.6	⁷ 14.0	14.3	12.9
Interest on school debt	4.0	5.6	1.7	2.5	3.1	3.2	3.3	3.0	3.0

¹ Figures previously published have been revised.

² Prior to 1963-64, included expenditures for summer schools and adult and community college programs of education in California.

³ Includes expenditures for State, intermediate, and local administration.

⁴ Prior to 1953-54, items included under "other school services" were listed under "auxiliary services," a more comprehensive classification which also included community services.

⁵ Includes direct expenditures or deficits for extracurricular activities for pupils (if paid from school funds) and any other services for public school pupils not included elsewhere.

⁶ Prior to 1953-54, data shown for adult education represent combined expenditures for adult education, summer schools, and community colleges.

⁷ Excludes capital outlay by State and local schoolhousing authorities prior to 1965-66.

⁸ Less than 0.05 percent.

NOTE.—Because of rounding, detail may not add to totals. Data include Alaska and Hawaii beginning in 1959-60.

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES				
	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES				
	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES				
	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME: _____

SCHOOL: _____

DATE: _____

- 1) From whom do you receive most of your supervision?

- 2) With whom do you spend most of your time planning for what you do?

- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.

- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

81.5 percent of expenditures for all educational purposes (tables H and 32). Current expenditures for other programs under the jurisdiction of local boards of education (summer schools, junior colleges, adult education, and community services) totaled \$866 million in 1967-68. Data for these programs are incomplete in some respects.

The proportion of expenditures for *administration* (State, intermediate, and local levels combined), which has remained about the same for a number of years, was 3.8 percent of total expenditures in 1967-68. The proportion for *plant operation* (including salaries of janitors and the cost of fuel, water, power, supplies, etc.) continued a decline started during the 1940's and dropped to 6.3 percent of total expenditures in 1967-68. For *plant maintenance* (activities concerned with keeping the grounds, buildings, and equipment at their original condition of completeness or efficiency, either through repairs or by replacement of property), the percentage has shown little change in recent years. In 1967-68, expenditures for this purpose constituted 2.4 percent of the total. Other school services (including attendance and health services, the school lunch program, and pupil transportation) accounted for 6.1 percent of total expenditures in 1967-68 (tables H and 33).

The two major accounts which have shown gains in the proportions they constitute of total expenditures are *instruction* and *fixed charges*. Principally as a result of increases in salaries of instructional personnel and a reduction in the pupil-teacher ratio, the proportion of expenditures for *instruction* rose from 50.9 percent in 1957-58 to 55.7 percent in 1967-68. In addition to salaries, the instruction account also includes the cost of free textbooks, teaching supplies, school library books, and other instructional supplies and expenses. The proportion of total expenditures for *fixed charges* (including State, intermediate, and local payments to teacher retirement funds, social security, insurance premiums, and rent) advanced from 5.3 percent in 1957-58 to 7.2 percent in 1967-68. This increase in *fixed charges* may be attributed mainly to larger retirement contributions, including payments for social security, in several States.

Current Expenditures Per Pupil

Although overall figures on current expenditures indicate general trends, it is only when such expenditures are related to the pupil load that these costs are brought into sharp relief. A recommended unit of measure for use in computing per pupil expenditures is average daily membership (ADM) because it recognizes the number of pupils for whom provision is made rather than the number actually present and thereby states a more accurate unit cost. However, ADM was not available for all States. The estimated average annual *current expenditure per pupil in ADM* for the Nation was \$621 in 1967-68 (table 49).

The annual *current expenditure per pupil in average daily attendance (ADA)* increased from an average of \$341 in 1957-58 to \$658 in 1967-68 (table 50). For 1957-58 the range in average expenditure per pupil in ADA by State was from \$174 to \$507—a difference of \$333 or almost three times as great in the highest State as in the lowest State. Ten years later the dollar difference between the highest and lowest State averages had more than doubled, amounting to \$706, yet the highest average for a State was still only about three times the lowest. The 1967-68 annual expenditure per pupil in ADA was \$1,075 in the highest State, compared with \$369 in the lowest. State averages, however, give little indication of the range of expenditures among local school agencies within States. Perhaps the principal value of per pupil expenditure comparisons is to call attention to differences in order to invite further study (tables 49 and 50).

Average Salaries of Instructional Staff

Before 1919-20, salary information was available only for teachers. Since then, the Office of Education has been collecting data on salaries for the entire instructional staff including supervisors of instruction, principals, teachers, librarians, guidance and psychological personnel, etc. Average annual salaries of the instructional staff are obtained by dividing the gross salaries paid by the full-time-equivalent number of such personnel.

Except for several depression years in the middle 1930's, average salaries of the instructional staff have increased steadily. The average annual salary in unadjusted dollars rose from \$4,702 in 1957-58 to about \$7,630 in 1967-68, an increase of 62 percent in 10 years. However, when an adjustment is made to reflect the rise in the Consumer Price Index (restating the 1957-58 average salary in 1967-68 dollars), the increase was 36.3 percent.

The top six States, having average salaries above \$8,300, had 25 percent of the instructional staff of the Nation, while the lower six States, with average salaries below \$6,000, had about 6 percent of the instructional staff members. The three States with the highest averages were Alaska, \$9,658; California, \$9,450; and New York, \$8,600. The three with the lowest averages were Arkansas, \$5,723; South Dakota, \$5,425; and Mississippi, \$4,735 (table 48).

Capital Outlay

Capital outlay is defined as an expenditure which results in the acquisition of fixed assets or additions to fixed assets. Included in capital outlay are expenditures for land, construction and remodeling of buildings, additions to buildings, improvement of grounds, and the purchase of initial or additional equipment. Such expenditures are generally financed from bond issues or other

types of borrowing, and then fluctuate much more widely than current expenditures.

Following World War I there was a period of accelerated school construction activity, culminating in 1925-26 when expenditures for this purpose amounted to \$411 million, or about one-fifth of total expenditures. Capital outlay expenditures then declined until they reached a low of \$59 million (3.4 percent of total expenditures) in the depression year 1933-34. An upturn in the second half of the decade was cut short by the outbreak of World War II; capital outlay fell to a new low of \$54 million in 1943-44 (2.2 percent of total expenditures). The tremendous growth in enrollments during the postwar period necessitated large outlays for school facilities and equipment. Capital outlay increased from \$412 million in 1947-48 to \$3.09 billion in 1957-58 and to \$4.26 billion in 1967-68. However, these outlays represented only 12.9 percent of total expenditures in 1967-68, compared with 22.8 percent in 1957-58. The expenditures for capital outlay reported in table 44 include amounts reported as expended by State and local public schoolhousing authorities.

The annual capital outlay per pupil in average daily attendance was \$104.24 in 1967-68 (table 49). For individual States, the per pupil expenditure ranged from \$26 to \$249. A State-by-State comparison for any one year may not be meaningful because a capital outlay program in any State may extend over several consecutive years.

Interest on School Debt

The third major category of school expenditures (after current expenditures and capital outlay) is represented by interest payments on the bonded and other school debt. Reflecting the increasing long- and short-term indebtedness incurred by local school systems and State agencies, interest payments jumped from \$342 million in 1957-58 to \$978 million in 1967-68. During this period, interest payments per pupil in average daily attendance rose from \$11.50 to \$23.95. Proportionately, interest payments represented 3.0 percent of total expenditures in 1967-68, compared with 2.5 percent in 1957-58.

In view of the long-term financing necessitated by a high level of school construction and increased interest rates, interest payments are expected to constitute an increasing proportion of school expenditures for the next several years.

Outstanding School Indebtedness

Indebtedness for public schools is incurred to finance construction of school facilities by bond sales and long-term loans and to pay operating expenses pending receipt of revenues by making short-term loans. Although

local school systems incur most of the debt for public school purposes, other types of governmental units (States, counties, cities, townships, etc.) also incur debt for financing public schools. In addition, the "authority plan" has been used in Georgia, Indiana, Kentucky, Maine, Pennsylvania, and Wisconsin. Public schoolhousing authorities were developed as a means of circumventing strict debt limitations in some States. Although the mechanism may vary from State to State, each of the authorities serves to finance the construction, supervise the erection, and lease the finished school building to the local education agency. The debt is repaid from the rents collected by the authorities. When the bonds have been retired and other obligations of the authority met, the ownership of the building normally passes to the school system. In recent years, the proportion of bonds issued for public school purposes by agencies other than school systems has increased.

School indebtedness has, in general, fluctuated with the amount of school construction activity over the years. Thus, reflecting a decline in capital outlay during the 1930's and World War II, the end-of-year school indebtedness dropped from \$3.1 billion in 1931-32 to \$2.1 billion in 1945-46. With the upswing in school construction during the postwar period, school indebtedness rose sharply from the \$2.6 billion reported for 1947-48. Between 1957-58 and 1967-68, indebtedness more than doubled—from \$12.9 billion to \$30.3 billion (table 46).

Value of School Property

To obtain some measure of the total amount of money that has been invested in public school plants (including sites, buildings, and equipment) the States have been asked to report the original cost of school property plus the cost of all additions and alterations. If this information on original cost was not available, values were reported on some other basis, such as replacement costs, insurance appraisals, etc.

Table 47 presents data on the total value of school property and the value per pupil in average daily attendance for the 33 States which were able to report this information. This group of States, with about one-half of the average daily attendance in the United States, reported the total value of school property in 1967-68 as \$31.7 billion, about \$1,500 per pupil in average daily attendance. Because the valuation was not always on the same basis, care should be exercised in making State-by-State comparisons.

Economic Indexes Related to Financing Public Schools

Table 51 presents three economic indexes which point up some of the problems faced by individual States in

financing public schools: (1) educational burden (number of school-age children to be supported by the productive adults in the labor force), (2) financial ability to support public education, and (3) effort (relation between expenditures and resources).

The educational burden is often measured by relating the number of school-age children (5-17 years old) per 1,000 adults 21 to 64 years old. In 1967-68, this ratio was 641 children per 1,000 adults in Mississippi (high-burden State) and 457 children per 1,000 adults in New York (low-burden State).

The financial ability to support public schools, as measured by State personal income per pupil in average daily attendance, was nearly three times as much in New York (\$22,740) as in Mississippi (\$8,215). Thus, it appears that the poorer States not only have proportionately more children to educate but have fewer resources to draw upon.

The effort of individual States to support public schools, as measured by the percentage that current expenditures for elementary and secondary schools is of State personal income, ranged from 3.49 percent in Rhode Island to 6.24 percent in New Mexico. It should be noted, however, that some of the States that ranked high in "effort" had relatively low levels of per pupil expenditures. Of the 10 States making the greatest effort, only two were among the 10 States with the highest levels of current expenditures per pupil in average daily attendance.

No claim of conclusiveness is made for the economic indexes presented in table 51. They are offered, rather, in order to show the bearing that economic differences among the States have on the types of educational programs they can afford.

BASIC TABLES

Explanation of Symbols

Category exists but data not available	NA
Quantity is zero or unknown or item not applicable	-
Quantity is zero in percentage column	0.0

Rounding

Individual numbers and percentages may not add exactly to totals because some figures, chiefly for school finance tables, have been rounded separately.

Table 1.—Historical summary of public elementary and secondary day school statistics: United States, 1869-70 to 1967-68

Item	1869-70 1	1899-1900 2	1929-30 3	1949-50 4	1955-56 5	1959-60 6	1965-66 7	1967-68 8	
POPULATION AND PUPILS									
Total population ¹ (thousands)	39,818	75,995	121,770	148,665	164,303	179,323	193,795	197,863	
Population aged 5-17 years, inclusive ¹ (thousands)	12,055	21,573	31,417	30,168	37,262	43,881	49,995	51,584	
Percent of total population aged 5-17	30.3	28.4	25.8	20.3	22.7	24.5	25.8	26.1	
Total enrollment in elementary and secondary day schools (thousands)	6,872	15,503	25,678	25,111	31,163	36,087	42,835	43,891	
Preprimary and grades 1-8 (thousands)	6,792	14,984	21,279	19,387	24,290	27,602	31,177	31,642	
Grades 9-12 and postgraduates (thousands)	180	519	4,399	5,725	6,873	8,485	11,658	12,250	
Percent of total population enrolled ³	17.3	20.4	21.1	16.9	19.0	20.1	22.1	22.2	
Percent of population 5-17 years enrolled ³	57.0	71.9	81.7	83.2	83.6	82.2	85.7	85.1	
Percent of total enrollment in high schools (grades 9-12 and postgraduates)	1.2	3.3	17.1	22.7	22.1	23.5	27.2	27.9	
High school graduates (thousands)	NA	262	2592	1,063	1,252	1,627	2,327	2,395	
ATTENDANCE									
Average daily attendance (thousands)	4,077	10,633	21,265	22,284	27,740	32,477	39,154	40,828	
Total number of days attended by all pupils enrolled (thousands)	539,053	1,534,823	3,672,765	3,964,354	4,938,161	5,781,774	7,005,500	7,300,330	
Percent of enrolled pupils attending daily	59.3	68.6	82.8	88.7	89.0	90.0	91.4	91.3	
Average length of school term (in days)	132.2	144.3	172.7	177.9	178.0	178.0	178.9	178.8	
Average number of days attended by each pupil enrolled	78.4	99.0	143.0	157.9	158.5	160.2	163.5	163.2	
INSTRUCTIONAL STAFF									
Total instructional staff (thousands)	NA	NA	880	962	1,213	1,464	1,885	2,071	
Supervisors (thousands)	NA	NA	7	9	13	14	22	29	
Principals (thousands)	NA	NA	31	39	51	64	77	86	
Teachers, librarians, and other non-supervisory instruction staff (thousands) ⁴	201	423	843	914	1,149	1,387	1,786	1,957	
Men (thousands)	78	127	140	195	299	402	568	616	
Women (thousands)	123	296	703	719	850	985	1,218	1,341	
Percent men	38.7	29.9	16.6	21.3	26.0	29.0	31.8	31.5	
REVENUE RECEIPTS									
Amounts in thousands of dollars									
Total	NA	\$219,766	\$2,088,557	\$5,437,044	\$9,686,677	\$14,746,618	\$25,356,858	\$31,903,064	
State taxes and appropriations	NA	37,887	329,312	2,122,763	3,699,721	5,458,943	9,608,846	11,998,774	
Intermediate and local district taxes and appropriations	NA	149,487	1,645,688	2,900,561	5,116,788	8,031,854	12,939,080	16,099,100	
Other	NA	32,392	113,557	413,720	870,168	1,255,821	2,808,933	3,805,194	
Percent of total derived from:									
State taxes and appropriations	NA	17.2	15.8	39.0	38.2	37.0	37.9	37.6	
Intermediate and local district taxes and appropriations	NA	68.0	78.8	53.4	52.8	54.5	51.0	50.5	
Other	NA	14.8	5.4	7.6	9.0	8.5	11.1	11.9	
EXPENDITURES									
Total, all schools	63,397	214,965	2,316,790	5,837,643	10,955,047	15,613,255	26,248,026	32,977,182	
Current expenditures	NA	179,514	1,843,552	4,687,274	8,251,420	12,329,389	21,053,280	26,877,162	
Capital outlay	NA	35,451	370,878	1,014,176	2,387,187	2,661,786	3,754,362	4,255,791	
Interest on school debt	NA	NA	92,536	100,578	215,699	489,514	791,580	977,810	
Other ⁷	NA	NA	9,825	35,614	100,741	132,567	643,304	866,419	
Percent of total devoted to:									
Current expenditures	NA	83.5	79.6	80.3	75.3	79.0	80.2	81.5	
Capital outlay	NA	16.5	16.0	17.4	21.8	17.0	14.3	12.9	
Interest on school debt	NA	NA	4.0	1.7	2.0	3.1	3.0	3.0	
Other ⁷	NA	NA	.4	.6	.9	.8	2.5	2.6	
AVERAGE AMOUNTS									
Data in unadjusted dollars									
Annual salary of total instructional staff ⁸	\$189	\$325	\$1,420	\$3,010	\$4,156	\$5,174	\$6,935	\$7,630	
Personal income ¹ per member of the labor force ¹	NA	NA	1,634	3,400	4,617	5,413	7,272	7,660	
Total expenditure, all schools, per capita of total population	1.59	2.83	19.03	39.27	66.68	87.07	135.44	166.67	
National income ¹ per capita of total population	NA	NA	667	1,520	2,037	2,272	3,019	3,424	
Current expenditure ⁹ per pupil in ADA ¹⁰	NA	16.67	86.70	208.83	294.22	375.14	537.35	658.26	
Total expenditure ¹² per pupil in ADA	15.55	20.21	108.49	258.85	388.06	472.17	653.81	786.44	
National income per pupil in ADA	NA	NA	3,845	10,312	12,249	12,547	14,943	16,697	
Current expenditure per day ¹³ per pupil in ADA	NA	11.12	.50	1.17	1.65	2.11	3.00	3.68	
Total expenditure ¹² per day per pupil in ADA . . . . .	.12	.14	.63	1.46	2.18	2.65	3.65	4.40	
Data in adjusted dollars—1967-68 purchasing power									
Annual salary of total instructional staff ⁸	NA	NA	\$2,821	\$4,324	\$5,259	\$5,990	\$7,388	\$7,630	
Personal income ¹ per member of the labor force ¹	NA	NA	3,247	4,884	5,842	6,267	7,747	7,660	
Total expenditure, all schools, per capita of total population	NA	NA	37.81	56.41	84.38	100.81	144.28	166.67	
National income ¹ per capita of total population	NA	NA	1,325	2,183	2,578	2,631	3,216	3,424	
Current expenditure ⁹ per pupil in ADA ¹⁰	NA	NA	172.26	299.96	372.31	434.34	572.44	658.26	
Total expenditure ¹² per pupil in ADA	NA	NA	215.56	371.81	491.05	546.68	696.50	786.44	
National income per pupil in ADA	NA	NA	7,640	14,812	15,500	14,527	15,919	16,697	
Current expenditure per day ¹³ per pupil in ADA	NA	NA	.99	1.68	2.09	2.44	3.20	3.68	
Total expenditure ¹² per day per pupil in ADA	NA	NA	1.25	2.10	2.76	3.07	3.89	4.40	

¹ For definitions and sources of data, see p. 72.² From reports of public high schools.³ The percentages shown here will not necessarily agree with those shown for the same item in tables 20 and 21 (which give historical data by State), because the population figures used as a base are somewhat different in the two tables.⁴ Before 1919-20, data are for number of different persons employed rather than number of positions.⁵ Distribution estimated by Office of Education.⁶ Because of a modification of the scope of "current expenditures for elementary and secondary day schools," data for 1955-56 and later years are not entirely comparable with data for prior years. See also footnote 7.⁷ Includes summer schools, community colleges, and adult education. Beginning in 1959-60, also includes community services, formerly classified with "current expenditures for elementary and secondary day schools."⁸ Includes supervisors of instruction, principals, classroom teachers, and other instruction staff.⁹ Excludes current expenditures not allocable to pupil costs. (See table 40.)¹⁰ Average daily attendance in elementary and secondary day schools.¹¹ Excludes interest on school debt.¹² The expenditure figure used here is the sum of current expenditures allocable to pupil costs, capital outlay, and interest on school debt.¹³ Per day rates derived by dividing annual rates by average length of school term.

NA—Not available.

NOTE—Because of rounding, detail may not add to totals. Data are for States in the Union as of the years reported.

Table 2.—Board members and staff of State boards of education and staff of State departments of education, by State:
United States, 1967-68

Region and State	Board members and staff of State boards or commissions of education (including State boards of vocational education)					Staff of State departments of education					
	Total	Board members ¹	Profes- sional staff	Secre- tarial and clerical assistants	Total	Chief State school officer and adminis- trative staff	Profes- sional staff on statewide basis	Regional and district super- visory staff	Secre- tarial and clerical assistants	Operation and main- tenance force	
1	2	3	4	5	6	7	8	9	10	11	*
United States	789	523	139	127	219,189	970	6,099	2,460	9,237	423	
North Atlantic	120	112	3	5	5,390	231	1,837	562	2,592	168	
Connecticut	9	9	—	—	505	22	184	22	277	—	
Delaware	8	8	—	—	218	14	103	4	93	4	
Maine	10	10	—	—	227	6	61	—	160	—	
Maryland	7	7	—	—	286	10	127	—	149	—	
Massachusetts	15	13	1	1	455	30	183	12	225	5	
New Hampshire	7	7	—	—	95	6	41	—	48	—	
New Jersey ³	12	12	—	—	383	18	111	99	155	—	
New York	17	15	1	1	1,802	68	638	55	882	159	
Pennsylvania	21	17	1	3	1,160	38	294	336	492	—	
Rhode Island	7	7	—	—	129	10	44	9	66	—	
Vermont	7	7	—	—	130	9	51	25	45	—	
District of Columbia	—	—	—	—	—	—	—	—	—	—	
Great Lakes and Plains	332	141	103	88	3,604	288	1,114	285	1,886	31	
Illinois	82	42	31	39	757	18	185	93	430	31	
Indiana	21	21	—	—	265	36	81	12	136	—	
Iowa	9	9	—	—	293	31	99	7	156	—	
Kansas	47	17	18	12	153	28	60	3	62	—	
Michigan	13	10	1	2	488	20	207	—	261	—	
Minnesota	9	9	—	—	295	31	141	13	110	—	
Missouri	8	8	—	—	236	39	62	19	116	—	
Nebraska	8	8	—	—	208	5	—	99	104	—	
North Dakota	23	7	8	8	65	26	—	—	39	—	
Ohio	24	24	—	—	409	17	150	34	208	—	
South Dakota	7	7	—	—	120	28	26	5	61	—	
Wisconsin	81	9	45	27	315	9	103	—	203	—	
Southeast	121	113	4	4	6,079	143	1,922	1,171	2,640	203	
Alabama	10	10	—	—	265	8	81	34	142	—	
Arkansas	9	9	—	—	248	14	24	71	119	20	
Florida	5	5	—	—	733	10	308	11	393	11	
Georgia	10	10	—	—	791	19	293	59	405	15	
Kentucky	7	7	—	—	1,125	8	214	602	255	46	
Louisiana	11	11	—	—	624	6	174	44	389	11	
Mississippi	3	3	—	—	244	9	112	13	110	—	
North Carolina ⁵	13	13	—	—	526	20	242	—	260	4	
South Carolina	16	16	—	—	465	15	104	163	118	65	
Tennessee ⁶	15	13	1	1	526	18	148	130	206	24	
Virginia	7	7	—	—	336	11	141	37	147	—	
West Virginia	15	9	3	3	196	5	81	7	96	7	
West and Southwest	216	157	29	30	4,116	308	1,226	442	2,119	21	
Alaska	7	7	—	—	100	5	15	15	63	2	
Arizona	9	9	—	—	151	19	31	—	97	4	
California	14	10	1	3	880	47	259	105	469	—	
Colorado	57	14	24	19	159	20	66	1	72	—	
Hawaii	13	11	—	2	443	29	77	123	214	—	
Idaho	15	9	3	3	86	20	16	—	50	—	
Montana	12	11	—	1	136	7	51	—	78	—	
Nevada	8	8	—	—	82	6	32	—	44	—	
New Mexico	11	11	—	—	160	7	71	—	382	—	
Oklahoma	9	7	1	1	213	32	43	42	96	—	
Oregon	7	7	—	—	385	30	146	—	209	—	
Texas	22	21	—	1	730	40	286	83	306	15	
Utah	9	9	—	—	156	13	68	—	75	—	
Washington ⁷	14	14	—	—	235	22	41	—	172	—	
Wyoming	9	9	—	—	200	11	24	73	92	—	

¹ Includes ex officio members. Unless otherwise noted, serve as members of both the State board of education and the State board for vocational education.

⁴ Members of the State board for vocational education; State has no State board of education.

² Excludes personnel for supplementary services in other programs operated by State departments of education (State library, State museum, teacher retirement systems, etc.).

⁵ Data for columns 2 and 6 from published annual State report; distribution estimated by Office of Education.

³ Data for 1965-66 school year.

⁶ Data from published annual State report.

⁷ Does not include data for the State division of vocational education.

**Table 3.—Intermediate administrative units — number of units, board members, and staff, by State:
United States, 1967-68**

Region and State	Number of inter- mediate adminis- trative units ¹	Members of boards of education	Personnel of intermediate administrative units (full-time and part-time)								
			Instructional personnel			Psychological personnel			Attendance officers and health personnel		
			Superin- tendents and other adminis- trative staff	Consel- tants or super- visors of instruc- tion	Guidance personnel	Psycho- logical personnel	Psychological personnel	Visiting teachers	Health personnel	Attendance officers	Health personnel
1	2	3	4	5	6	7	8	9	10	11	
United States ²	1,522	6,111	1,896	1,476	152	395	445	246	1,602	1,402	
North Atlantic	153	1,090	58	64	—	—	—	27	251	—	
New Hampshire	34	700	58	7	—	—	—	27	87	—	
Pennsylvania	66	390	(³)	57	—	(³)	—	—	164	—	
Vermont	53	—	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	
Great Lakes and Plains . . .	688	2,388	845	369	59	291	348	34	810	813	
Illinois	102	—	213	—	—	—	—	—	142	—	
Indiana ⁵	18	162	20	2	—	—	11	1	—	7	
Iowa	89	445	150	32	13	123	1	7	161	705	
Michigan	60	—	—	—	—	—	—	—	—	—	
Minnesota	70	—	37	4	—	—	—	—	41	—	
Missouri	32	684	32	—	—	—	—	—	32	—	
Nebraska	93	—	101	—	—	—	—	2	53	8	
North Dakota	53	—	76	1	—	—	—	15	36	10	
Ohio	88	440	96	293	16	123	108	6	269	54	
South Dakota	64	448	88	—	—	—	—	—	45	—	
Wisconsin	19	209	32	37	30	45	228	3	31	29	
Southeast	128	810	77	35	2	2	62	3	68	98	
Arkansas	71	370	—	—	—	—	10	—	44	—	
Mississippi	11	55	12	—	—	—	—	—	23	—	
South Carolina	46	385	65	35	2	2	52	3	1	98	
West and Southwest	553	1,823	916	1,008	91	102	35	182	473	491	
Arizona	14	—	27	2	—	9	—	1	41	22	
California	52	324	166	713	—	90	—	57	—	177	
Colorado	28	—	28	—	—	—	—	—	21	—	
Montana	56	—	55	—	—	—	—	—	—	—	
Oklahoma	77	—	143	—	—	—	—	54	7	—	
Oregon	30	203	41	63	4	3	11	3	118	211	
Texas	240	1,116	383	110	75	—	24	67	156	81	
Washington	36	180	53	120	12	—	—	—	130	—	
Wyoming	20	—	20	—	—	—	—	—	—	—	

¹ Includes supervisory and superintendency units in 5 States (Iowa, New Hampshire, Vermont, Washington, and Wisconsin).

² Totals are for the 26 States having intermediate administrative units between the State education agency and local school systems.

³ Does not include intermediate administrative and psychological personnel, included in table 2.

⁴ Does not include personnel classified as employees of local education agencies, included in table 4.

⁵ Data from Indiana School Directory, 1967-68.

Table 4.—Local education agencies (school systems) — number of units, board members, and staff, by region and State or other area: United States, 1967-68

Region and State or other area	Number of local school systems ¹	Total board members and staff	Board of education members	Administrative personnel		Instruc- tional staff (from table 10)	Noninstructional staff (from tables 14 and 15)	
				Superin- tendents	Assis- tants to super- intendents		Full- time	Part- time
1	2	3	4	5	6	7	8	9
United States	22,010	3,158,074	112,064	13,584	10,784	2,071,246	811,527	138,869
North Atlantic	3,523	843,549	22,786	2,288	3,380	533,655	197,967	83,473
Connecticut	179	43,475	1,384	138	123	31,272	8,338	2,220
Delaware	51	8,184	256	40	65	6,004	1,819	—
Maine	323	17,812	1,601	124	42	10,638	5,022	385
Maryland	24	59,129	140	24	709	39,859	—	—
Massachusetts	406	80,187	2,188	235	145	52,986	17,189	7,444
New Hampshire	183	9,372	778	8	12	6,844	1,286	444
New Jersey ³	593	111,729	391	605	22,510	11,338	—	—
New York	853	313,248	4,850	695	818	191,818	74,118	40,949
Pennsylvania	597	170,111	5,647	543	643	101,476	42,892	18,910
Rhode Island	40	12,255	222	36	25	8,436	2,898	638
Vermont	7273	7,703	1,088	53	52	4,251	1,114	1,145
District of Columbia	1	10,344	9	1	141	7,809	2,384	—
Great Lakes and Plains	10,861	845,079	50,107	5,843	2,724	593,209	164,226	28,970
Illinois	1,315	155,025	8,745	1,268	571	109,426	5,282	—
Indiana	395	54,677	1,591	298	322	52,106	—	—
Iowa	474	52,083	2,506	455	29	35,181	11,902	2,010
Kansas	336	42,749	2,000	308	82	28,803	11,556	—
Michigan	718	101,207	4,789	648	866	92,609	1,389	906
Minnesota	1,150	70,567	4,653	483	110	42,985	16,368	5,968
Missouri	815	79,357	4,167	481	120	46,203	28,386	—
Nebraska	2,172	32,468	7,695	348	33	16,839	5,806	1,747
North Dakota	498	10,222	2,138	270	8	7,806	—	—
Ohio	691	159,915	3,200	660	388	103,165	43,994	8,508
South Dakota	1,804	18,243	5,571	215	49	9,295	3,113	—
Wisconsin	493	68,566	3,052	409	146	48,791	11,619	4,549
Southeast	1,792	695,528	10,049	1,764	2,148	439,992	231,028	10,547
Alabama	118	52,294	596	118	75	34,513	16,633	359
A Kansas	395	32,814	2,084	361	27	20,094	10,043	205
Florida	67	95,957	343	67	444	60,557	34,546	—
Georgia	195	75,915	1,132	194	119	46,980	27,490	—
Kentucky	199	53,397	958	199	137	31,013	21,062	28
Louisiana	66	63,220	728	66	494	38,124	—	—
Mississippi	149	39,673	745	149	49	23,548	14,175	1,007
North Carolina	160	72,467	160	1 ⁶ 127	—	—	—	—
South Carolina	105	45,240	541	141	19	29,354	14,584	601
Tennessee	151	58,727	995	133	253	36,412	18,988	1,946
Virginia	132	72,257	702	121	299	48,899	20,681	1,555
West Virginia	55	33,567	275	55	105	18,346	11,595	3,191
West and Southwest	5,834	773,918	29,122	3,689	2,532	504,390	218,306	15,879
Alaska	27	5,432	487	55	15	3,385	1,141	349
Arizona	297	30,594	1,154	136	120	18,874	8,482	1,828
California	1,105	300,197	5,500	845	1,039	188,816	103,997	—
Colorado	181	38,141	999	175	191	24,852	9,031	2,893
Hawaii	1	9,900	(⁹)	(⁹)	(⁹)	7,363	2,436	101
Idaho	117	12,712	565	106	20	8,334	3,684	3
Montana	840	11,594	2,481	182	52	8,879	—	—
Nevada	17	8,020	107	16	67	5,325	2,122	383
New Mexico	90	18,932	450	90	93	12,655	—	—
Oklahoma	949	48,454	3,864	509	138	27,211	13,853	2,879
Oregon	376	38,347	2,300	181	390	24,156	11,320	—
Texas	1,273	186,092	8,595	1,026	161	120,467	48,414	7,429
Utah	40	18,886	207	40	26	12,982	5,631	—
Washington	341	38,670	1,685	244	205	36,293	14	—
Wyoming	180	7,947	728	84	15	4,798	2,322	—
Outlying Areas:								
Canal Zone	1	801	—	1	6	651	128	15
Guam	1	1,595	6	2	5	1,019	504	59
Puerto Rico	1	34,917	—	1	936	22,230	5,318	6,432
Trust Territory	1	1,410	—	6	9	1,217	176	2
Virgin Islands	—	—	—	—	—	—	—	—

¹Source: Fall 1967 Statistics of Public Schools, OE 20007-67.)
Of this number, 1,606 systems did not operate schools.

²Part-time employees included in full-time.

³Data from published annual State report.

⁴Data for 1965-66 school year.

⁵Includes estimates by Office of Education.

⁶Includes jointures (two or more systems combined for the purpose of operating schools), each counted as a single administrative unit.

⁷Previously published data have been revised.

⁸Data partially reported.

⁹Reported in table 2 with State personnel.

Table 5.—Number of local education agencies (school systems), operating and nonoperating, by State or other area:
United States, 1931-32 to 1967-68

Region and State or other area	1931-32	1937-38	1947-48	1957-58	1962-63	1965-66	1967-68 ¹
1	2	3	4	5	6	7	8
United States ²	127,531	118,892	94,926	47,594	33,086	26,983	22,010
North Atlantic	14,342	12,112	9,046	5,026	4,436	4,006	3,523
Connecticut	161	169	173	175	177	178	179
Delaware	126	15	126	99	87	59	51
Maine	518	510	114	499	457	397	323
Maryland	24	24	24	24	24	24	24
Massachusetts	355	355	351	365	390	392	406
New Hampshire	244	241	240	229	223	199	183
New Jersey	552	557	561	580	591	594	593
New York	9,467	7,559	4,609	1,492	1,204	997	853
Pennsylvania	2,587	2,582	2,540	3,4 ^{3,4} 1,261	3,984	3,863	3,597
Rhode Island	39	39	39	39	41	40	40
Vermont	268	60	268	262	257	262	273
District of Columbia	1	1	1	1	1	1	1
Great Lakes and Plains	73,092	71,325	62,126	31,615	19,644	14,744	10,861
Illinois	12,070	11,957	9,459	1,861	1,509	1,354	1,315
Indiana	1,292	1,158	1,090	3,028	779	442	395
Iowa	4,870	4,873	4,711	3,303	1,231	984	474
Kansas	8,748	8,652	5,643	2,984	2,000	1,500	336
Michigan	6,965	6,471	5,186	2,500	1,738	1,150	718
Minnesota	7,773	7,693	7,518	3,084	2,271	1,439	1,150
Missouri	8,764	8,764	8,326	2,629	1,633	1,028	815
Nebraska	7,244	7,046	6,900	4,663	3,090	2,546	2,172
North Dakota	2,228	2,273	2,267	1,968	826	603	498
Ohio	2,043	1,732	1,579	1,092	812	738	691
South Dakota	3,433	3,216	3,409	3,239	2,928	2,388	1,804
Wisconsin	7,662	7,490	6,038	3,264	827	572	493
Southeast	12,415	11,024	2,568	1,852	1,842	1,821	1,782
Alabama	112	112	108	112	117	119	118
Arkansas	3,193	3,062	1,589	422	417	410	395
Florida	67	67	67	67	67	67	67
Georgia	272	228	189	198	7197	7195	7195
Kentucky	384	270	246	216	206	200	199
Louisiana	66	67	67	67	67	67	66
Mississippi	5,560	4,954	4,120	151	150	149	149
North Carolina	200	169	172	174	173	169	160
South Carolina	1,792	1,752	1,680	109	108	108	105
Tennessee	194	164	150	153	154	152	151
Virginia	125	124	125	128	131	130	132
West Virginia	450	55	55	55	55	55	55
West and Southwest	27,682	24,431	15,186	9,101	7,164	6,412	5,834
Alaska	(17)	---	(23)	(28)	34	29	27
Arizona	500	380	342	309	307	308	297
California	3,589	2,993	2,411	1,818	1,577	1,357	1,105
Colorado	2,041	2,026	1,644	947	263	184	181
Hawaii	---	---	(1)	(1)	1	1	1
Idaho	1,418	1,213	959	155	117	117	117
Montana	2,439	2,083	1,522	1,166	1,017	906	840
Nevada	266	325	180	17	17	17	17
New Mexico	98	102	104	97	91	91	90
Oklahoma	4,933	4,628	2,712	1,432	1,180	1,049	949
Oregon	2,234	2,133	1,363	675	452	409	376
Texas	7,932	6,735	2,925	1,757	1,458	1,336	1,273
Utah	40	40	40	40	40	40	40
Washington	1,792	1,389	628	447	409	378	341
Wyoming	400	384	356	241	201	190	180
Outlying Areas:							
American Samoa	---	---	1	1	1	1	1
Canal Zone	---	---	1	1	1	1	1
Guam	1	---	1	1	1	1	1
Puerto Rico	---	---	70	1	1	1	1
Virgin Islands	---	---	---	1	1	1	1

¹ Source: Fall 1967 Statistics of Public Schools, OE 20007-67.

² Beginning with 1962-63, totals include Alaska and Hawaii.

³ Includes jointures (two or more systems combined for the purpose of operating schools), each counted as a single administrative unit.

⁴ Data for 1956-57 school year.

⁵ Data for 1932.

⁶ Previously published data have been revised.

⁷ Georgia has one additional school system; however, one independent (city) system operates as a part of the county system in which it is located.

Note.—Data in parentheses are for territorial years and are not included in the totals.

Table 6.—Number of local education agencies (school systems), by size of enrollment and by State: United States, 1967

Region and State	Total number of school systems ¹	non- operating systems ¹	Operating systems by size of enrollment ²									
			Total	25,000 or more	10,000 to 24,999	5,000 to 9,999	2,500 to 4,999	1,000 to 2,499	6,000 to 999	300 to 599	Under 300	
1	2	3	4	5	6	7	8	9	10	11	12	
United States	22,010	1,606	20,255	170	529	1,083	1,941	3,500	2,058	2,581	8,393	
North Atlantic	3,523	219	3,270	21	118	296	561	878	368	381	647	
Connecticut	179	1	179	1	14	23	31	41	22	26	21	
Delaware	51	1	50	---	2	5	6	17	6	5	9	
Maine	323	53	276	---	1	4	18	55	24	29	145	
Maryland	24	---	24	5	9	6	4	---	---	---	---	
Massachusetts	406	14	376	3	14	42	57	95	53	42	70	
New Hampshire	183	14	169	---	1	3	6	26	21	31	81	
New Jersey	593	21	568	3	14	51	98	148	82	98	74	
New York	853	91	760	5	32	85	152	239	94	81	72	
Pennsylvania ³	597	7	584	2	28	71	175	234	42	19	13	
Rhode Island	40	---	40	1	3	5	12	9	3	5	2	
Vermont	4 ² 73	17	243	---	1	2	14	21	45	160		
District of Columbia .	1	---	1	1	---	---	---	---	---	---	---	
Great Lakes and Plains .	10,861	1,261	9,523	33	130	259	583	1,483	1,041	1,219	4,775	
Illinois	1,315	6	1,309	3	16	44	103	251	201	240	451	
Indiana	395	25	369	5	18	22	63	146	37	47	31	
Iowa	474	19	456	1	5	14	17	109	136	150	24	
Kansas	336	1	333	2	3	8	23	71	90	89	47	
Michigan	718	10	721	5	26	51	105	211	72	57	194	
Minnesota	1,150	8	1,104	3	13	18	28	97	100	148	697	
Missouri	815	101	711	2	13	21	32	117	102	122	302	
Nebraska	2,172	429	1,743	2	—	5	8	28	37	95	1,568	
North Dakota	498	60	430	---	2	2	3	10	29	70	314	
Ohio	691	---	714	7	21	62	152	281	108	42	41	
South Dakota	1,804	596	1,145	---	2	1	7	16	24	69	1,026	
Wisconsin	493	6	488	3	11	42	146	105	90	80		
Southeast	1,792	3	1,788	59	130	310	448	454	116	166	105	
Alabama	118	---	119	5	10	36	44	21	2	1	---	
Arkansas	395	2	394	---	4	10	19	74	58	132	97	
Florida	67	---	67	11	12	12	19	9	4	---	---	
Georgia	195	1	193	8	7	28	64	71	10	4	1	
Kentucky	199	---	199	3	2	26	53	74	18	20	3	
Louisiana	66	---	65	7	14	25	18	1	---	---	---	
Mississippi	149	---	149	1	4	26	66	44	8	---	---	
North Carolina	160	---	160	4	28	52	46	29	1	---	---	
South Carolina	105	---	106	3	17	20	27	35	3	1	---	
Tennessee	151	---	151	6	7	30	44	42	11	7	4	
Virginia	132	---	130	10	13	29	37	39	1	1	---	
West Virginia	55	---	55	1	12	16	11	15	---	---	---	
West and Southwest .	5,834	123	5,674	57	151	218	349	685	533	815	2,866	
Alaska	27	---	28	---	2	1	3	3	3	2	14	
Arizona	297	1	286	2	5	12	13	36	32	47	139	
California	1,105	4	1,130	24	75	100	113	177	95	149	397	
Colorado	181	---	181	4	7	8	16	25	25	31	65	
Hawaii	1	---	1	1	---	---	---	---	---	---	---	
Idaho	117	---	117	---	3	3	12	26	20	21	32	
Montana	840	80	745	---	2	3	4	21	21	48	646	
Nevada	17	---	17	2	---	3	6	3	---	3	---	
New Mexico	90	---	90	1	2	8	16	17	11	16	19	
Oklahoma	949	9	919	2	4	6	17	56	66	144	624	
Oregon	376	6	368	1	3	12	23	52	33	54	190	
Texas	1,273	14	1,247	12	32	37	87	191	169	224	495	
Utah	40	---	40	3	4	6	7	11	3	4	2	
Washington	341	6	331	5	10	22	31	52	44	54	113	
Wyoming	180	3	174	---	2	---	4	12	8	21	127	

¹Source: Fall 1967 Statistics of Public Schools, (OE 20007-67).
²Source: Education Directory of Public School Systems, Part 2, 1967-68, (OE 20005-68).

³Includes jointures (two or more school systems combined for the purpose of operating schools), each counted as a single administrative unit.

⁴Previously published data have been revised.

NOTE.—The sum of columns 3 and 4 do not equal column 2, because data for columns 4 through 12 were collected in July 1967, whereas data for columns 2 and 3 were obtained during October 1967. The differences indicate that the States underwent several reorganizations within a few months' time.

Table 7.—Number of public schools by type, including one-teacher schools, by State or other area:
United States, 1967-68

Region and State or other area	Elementary and secondary schools												One-teacher schools			One- teacher schools as a percent of total elementary schools
	Elementary schools			Secondary schools						Combined elementary — secondary ¹			Community colleges or junior colleges ²			
	Total	Total	Junior high	Senior high	Junior and undivided high	Regu- lar year	Incom- plete regu- lar year	Voca- tional or trade high	10	11	12	Total (incl. in col. 3)	With 4 or fewer grades	With 5 or more grades		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
United States	94,197	67,186	23,318	7,437	4,318	4,650	6,433	155	325	3,693	217	4,146	514	3,632	6.2	
North Atlantic	18,586	13,894	4,197	1,527	517	1,010	748	52	243	495	26	160	111	49	1.2	
Connecticut	1,116	843	270	124	28	28	75	1	14	3	---	3	3	---	.4	
Delaware	205	135	70	28	8	19	11	---	4	---	---	2	---	2	1.5	
Maine	937	747	190	51	22	39	78	---	---	---	---	48	27	21	6.4	
Maryland	1,223	900	271	111	48	59	41	---	12	52	12	3	---	3	.3	
Massachusetts	2,363	1,818	542	228	59	60	127	---	68	3	2	23	23	---	1.3	
New Hampshire	473	375	98	24	19	29	25	1	---	---	---	14	9	5	3.7	
New Jersey ³	2,343	1,921	422	124	57	57	159	---	25	---	---	---	---	0	0	
New York	4,315	3,024	1,104	421	166	302	132	---	83	187	---	---	---	---	0	
Pennsylvania	4,597	3,310	1,052	346	183	378	68	50	27	235	12	4	(5)	54	.1	
Rhode Island	369	292	76	36	16	7	13	---	4	1	---	1	---	1	.3	
Vermont	458	390	55	6	---	30	18	---	1	13	---	62	49	13	15.9	
District of Columbia	187	139	47	28	11	2	1	---	5	1	---	---	---	---	0	
Great Lakes and Plains	31,866	23,011	7,575	2,345	1,659	1,361	2,166	13	31	1,280	27	2,819	314	2,505	12.3	
Illinois	4,858	3,375	1,049	393	---	---	656	---	434	---	2	---	2	2	.1	
Indiana	2,184	1,178	488	157	---	133	195	---	3	518	---	---	---	---	.0	
Iowa	2,047	1,331	716	246	347	122	---	---	1	---	3	10	3	7	.8	
Kansas	1,949	1,396	553	126	61	21	345	---	---	---	---	---	---	---	.0	
Michigan	4,480	3,362	1,057	451	328	278	---	---	61	5	22	20	2	.7		
Minnesota	2,439	1,819	620	133	92	375	19	---	1	---	499	64	435	27.4		
Missouri	2,275	1,573	702	188	514	---	---	---	---	---	12	56	56	3.6		
Nebraska	2,420	2,001	419	70	33	211	105	---	---	---	5	1,033	(5)	1,033	51.6	
North Dakota	778	487	24	13	10	---	---	1	267	2	174	47	127	35.7		
Ohio	4,244	3,189	1,055	286	197	173	365	11	23	---	---	2	2	.1		
South Dakota	1,709	1,462	247	30	18	31	168	---	---	---	895	107	788	61.2		
Wisconsin	2,483	1,838	645	252	59	17	313	2	2	---	126	73	53	6.9		
Southeast	20,476	13,618	5,006	1,165	593	2,048	1,116	49	35	1,852	47	393	40	353	2.9	
Alabama	1,662	614	256	59	34	163	---	---	792	---	7	(5)	57	1.1		
Arkansas	1,357	817	540	58	38	438	5	---	1	---	5	---	5	.6		
Florida	1,821	1,251	436	200	106	103	27	---	134	26	6	5	1	.5		
Georgia	1,915	1,319	425	94	30	177	90	15	19	171	1	---	---	---	.0	
Kentucky	1,784	1,408	376	60	32	104	179	---	1	---	234	19	215	16.6		
Louisiana	1,492	837	282	100	118	64	---	---	373	1	3	---	3	.4		
Mississippi	1,350	831	519	82	34	366	36	1	---	19	2	1	1	.2		
North Carolina ³	2,366	1,691	675	85	55	51	475	9	---	---	---	---	---	0	0	
South Carolina	1,383	898	380	77	27	213	61	---	2	105	---	---	---	0	0	
Tennessee	1,934	1,387	407	110	45	86	138	24	4	140	---	32	32	2.3		
Virginia	1,846	1,350	359	99	26	166	63	---	5	137	---	13	10	3	1.0	
West Virginia	1,566	1,215	351	141	48	117	42	---	3	---	91	5	86	7.5		
West and Southwest	23,269	16,663	6,540	2,400	1,449	231	2,403	41	16	66	117	774	49	725	4.6	
Alaska	275	217	58	12	5	8	31	1	1	---	6	54	54	24.9		
Arizona	699	591	108	—	—	108	—	---	---	1	64	22	42	10.8		
California	6,735	5,467	1,268	429	215	20	604	---	---	82	102	(5)	102	1.9		
Colorado	1,206	809	385	158	107	86	32	1	1	12	---	20	2	18	2.5	
Hawaii	204	114	47	23	8	6	9	1	1	43	---	19	9	10	.0	
Idaho	565	369	187	72	28	13	73	1	---	9	---	19	9	10	5.1	
Montana	1,030	834	196	23	19	—	154	---	---	3	298	(5)	298	35.7		
Nevada	250	184	66	24	10	14	17	1	---	1	17	---	17	.9.2		
New Mexico	668	454	214	98	45	40	29	2	---	---	14	7	7	3.1		
Oklahoma	2,293	1,407	886	340	501	—	39	6	---	5	44	(5)	44	3.1		
Oregon	1,302	987	315	94	45	13	160	3	---	12	21	6	15	2.1		
Texas	5,344	3,336	2,008	780	211	—	984	33	---	---	19	2	17	.6		
Utah	576	409	165	81	52	31	1	---	2	---	4	1	3	1.0		
Washington	1,655	1,148	507	212	127	—	162	6	---	7	98	(5)	98	29.1		
Wyoming	467	337	13													

Table 8.—Number of one-teacher schools, by State or other area: United States, 1931-32 to 1967-68

Region and State or other area	1931-32	1943-44	1951-52	1957-58	1959-60	1961-62	1963-64	1965-66	1967-68	
	1	2	3	4	5	6	7	8	9	10
United States¹	143,391	96,302	50,742	26,169	20,213	13,333	9,895	6,491	4,146	
North Atlantic	19,306	9,517	4,056	1,064	688	481	394	283	160	
Connecticut	404	152	31	9	5	2	2	4	3	
Delaware	150	68	39	22	20	17	16	2	2	
Maine	1,690	1,024	514	242	199	150	118	96	48	
Maryland	833	244	75	27	19	11	10	11	3	
Massachusetts	498	² 176	69	41	7	4	4	4	23	
New Hampshire	503	237	129	49	41	35	25	18	14	
New Jersey	271	109	20	3	1	4	2	1	---	
New York	7,360	2,651	775	97	57	78	85	³ 85	---	
Pennsylvania	6,511	4,070	⁴ 1,954	400	247	118	84	33	4	
Rhode Island	75	33	20	5	6	1	1	1	1	
Vermont	1,010	752	430	169	86	61	47	28	62	
District of Columbia	1	1	—	—	—	—	—	—	—	
Great Lakes and Plains	74,153	54,418	30,815	17,940	13,988	8,757	6,609	4,339	2,819	
Illinois	10,041	8,361	1,526	435	237	21	15	3	2	
Indiana	1,830	636	300	88	48	33	21	5	—	
Iowa	9,279	7,563	4,384	2,067	863	⁵ 352	224	10	10	
Kansas	6,983	5,280	2,275	1,497	790	⁵ 539	329	163	—	
Michigan	6,141	3,791	2,538	1,258	943	316	⁶ 547	318	22	
Minnesota	6,888	5,409	3,482	1,667	1,379	1,067	884	748	499	
Missouri	7,296	5,782	2,694	1,126	⁵ 583	436	349	138	56	
Nebraska	6,136	5,161	4,018	2,812	2,543	2,041	1,732	1,413	1,033	
North Dakota	4,754	3,141	2,601	1,730	1,143	652	390	271	174	
Ohio	3,474	640	200	37	15	6	6	4	2	
South Dakota	4,731	3,599	2,926	2,383	3,130	1,812	1,530	1,258	895	
Wisconsin	6,600	5,055	3,871	2,840	2,314	1,482	582	8	126	
Southeast	32,857	22,193	11,653	4,683	3,457	2,419	1,591	872	393	
Alabama	2,800	1,409	654	296	207	136	91	60	7	
Arkansas	2,707	2,182	414	151	110	73	51	25	5	
Florida	702	551	164	44	34	23	15	13	6	
Georgia	3,288	2,117	806	60	13	9	9	3	—	
Kentucky	5,812	3,792	2,799	1,523	1,244	993	702	422	234	
Louisiana	1,304	951	359	38	13	12	10	6	3	
Mississippi	2,830	2,463	1,326	424	192	48	12	9	2	
North Carolina	1,688	839	226	44	26	25	18	1	—	
South Carolina	1,637	1,133	678	21	10	7	5	—	—	
Tennessee	3,080	2,393	1,323	567	421	299	186	92	32	
Virginia	2,607	1,552	798	343	241	162	93	28	13	
West Virginia	4,402	2,811	2,106	1,172	946	632	399	213	91	
West and Southwest ¹	17,075	10,174	4,218	2,482	2,080	1,676	1,301	997	774	
Alaska	(56)	(33)	(43)	(46)	40	55	53	44	54	
Arizona	159	123	79	45	41	38	31	26	64	
California	1,538	1,108	495	300	244	213	174	143	102	
Colorado	1,800	1,154	460	209	142	67	47	29	20	
Hawaii	(18)	(16)	(14)	(12)	10	8	—	—	—	
Idaho	839	409	151	70	48	31	23	19	19	
Montana	2,637	922	836	723	675	569	475	382	298	
Nevada	198	123	93	48	28	28	21	20	17	
New Mexico	614	293	168	75	78	47	36	16	14	
Oklahoma	3,106	2,223	955	408	305	238	178	106	44	
Oregon	1,137	647	194	93	79	54	39	27	21	
Texas	3,100	2,005	271	163	66	87	36	20	19	
Utah	80	40	25	19	16	15	8	6	4	
Washington	899	220	115	48	45	55	³ 38	38	—	
Wyoming	968	907	376	281	253	171	142	121	98	
Outlying Areas:										
American Samoa	15	—	—	4	2	2	2	—	—	
Canal Zone	—	—	1	—	—	—	—	—	—	
Guam	—	—	—	1	1	1	—	—	—	
Puerto Rico	1,184	1,114	883	727	543	567	522	476	459	
Trust Territory	—	—	—	—	—	—	—	30	13	
Virgin Islands	6	4	9	7	4	6	3	—	—	

¹ Beginning 1959-60, includes Alaska and Hawaii.² Data for 1941-42.³ Data for 1963-64.⁴ Data for 1950-51.⁵ Represents only those one-teacher schools in systems operating no school other than a one-teacher school.

* Data as of June 30, 1964.

Table 9.—Relative sizes of school districts (school systems) and schools, by State or other area:
United States, 1967-68

Region and State or other area	Total operating school systems ¹	Total ele- mentary and secondary schools	Total aver- age daily attendance K to 12	Average number of —		
				Schools per system	Pupils (ADA) per system	Pupils (ADA) per school
1	2	3	4	5	6	7
United States	20,404	94,197	40,827,965	4.6	2,001.0	433.4
North Atlantic	3,304	18,586	9,543,721	5.6	2,888.5	513.5
Connecticut	178	1,116	576,170	6.3	3,236.9	516.3
Delaware	50	205	109,727	4.1	2,194.5	535.3
Maine	270	937	215,363	3.5	797.6	229.8
Maryland	24	1,223	749,016	51.0	31,209.0	612.4
Massachusetts	392	2,363	988,683	6.0	2,522.2	418.4
New Hampshire	169	473	127,922	2.8	756.9	270.4
New Jersey	572	² 2,343	³ 1,266,524	4.1	2,214.2	540.6
New York	762	4,315	3,019,295	5.7	3,962.3	699.7
Pennsylvania	4,590	4,597	2,125,071	7.8	3,601.8	462.3
Rhode Island	40	369	148,019	9.2	3,700.5	401.1
Vermont	256	458	85,461	1.8	333.8	186.6
District of Columbia	1	187	132,470	187.0	132,470.0	708.4
Great Lakes and Plains	9,600	31,866	11,398,781	3.3	1,187.4	357.7
Illinois	1,309	4,858	2,015,683	3.7	1,539.9	414.9
Indiana	370	2,184	1,058,909	5.9	2,861.9	484.8
Iowa	455	2,047	617,833	4.5	1,357.9	301.8
Kansas	335	1,949	474,352	5.8	1,416.0	243.4
Michigan	708	4,480	1,913,328	6.3	2,702.4	427.1
Minnesota	1,142	2,439	800,267	2.1	700.8	328.1
Missouri	714	2,275	871,444	3.2	1,220.5	383.1
Nebraska	1,743	2,420	311,378	1.4	178.6	128.7
North Dakota	438	778	141,787	1.8	323.7	182.2
Ohio	691	4,244	2,207,276	6.1	3,194.3	520.1
South Dakota	1,208	1,709	160,219	1.4	132.6	93.8
Wisconsin	487	2,483	826,305	5.1	1,696.7	332.8
Southeast	1,789	20,476	9,254,227	11.4	5,172.8	452.0
Alabama	118	1,662	787,714	14.1	6,675.5	474.0
Arkansas	393	1,357	412,782	3.5	1,050.3	304.2
Florida	67	1,821	1,216,957	27.2	18,163.5	668.3
Georgia	194	1,915	998,781	9.9	5,148.4	521.6
Kentucky	199	1,784	635,403	9.0	3,193.0	356.2
Louisiana	66	1,492	773,942	22.6	11,726.4	518.7
Mississippi	149	1,350	539,615	9.1	3,621.6	399.7
North Carolina	160	² 2,366	³ 1,115,298	14.8	6,970.6	471.4
South Carolina	105	1,383	604,928	13.2	5,761.2	437.4
Tennessee	151	1,934	830,568	12.8	5,500.5	429.5
Virginia	132	1,846	949,854	14.0	7,195.9	514.5
West Virginia	55	1,566	388,385	28.5	7,061.5	248.0
West and Southwest	5,711	23,269	10,631,236	4.1	1,861.5	456.9
Alaska	27	275	63,923	10.2	2,367.5	232.4
Arizona	296	699	366,415	2.4	1,237.9	524.2
California	1,101	6,735	4,454,359	6.1	4,045.7	661.4
Colorado	181	1,206	478,168	6.7	2,641.8	396.5
Hawaii	1	204	158,111	204.0	158,111.0	775.1
Idaho	117	565	168,255	4.8	1,438.1	297.8
Montana	760	1,030	160,659	1.4	211.4	156.0
Nevada	17	250	104,422	14.7	6,142.5	417.7
New Mexico	90	668	252,759	7.4	2,808.4	378.4
Oklahoma	940	2,293	559,350	2.4	595.1	243.9
Oregon	370	1,302	425,047	3.5	1,148.8	326.5
Texas	1,259	5,344	2,340,637	4.2	1,859.1	438.0
Utah	40	576	282,215	14.4	7,055.4	490.0
Washington	335	1,655	736,554	4.9	2,198.7	445.0
Wyoming	177	467	80,362	2.6	454.0	172.1
Outlying Areas:						
Canal Zone	1	25	13,545	25.0	13,545.0	541.8
Guam	1	30	17,833	30.0	17,833.0	594.4
Puerto Rico	1	2,024	604,206	2,024.0	604,206.0	298.5
Trust Territory	1	196	³ 25,651	196.0	196.0	130.9
Virgin Islands	1	³ 28	³ 10,468	28.0	10,468.0	373.9

¹ Source: Fall 1967 Statistics of Public Schools, (OE 20007-67).

² Data from *Directory, Elementary and Secondary Day Schools, 1968-69, Volume 1, Public, North Atlantic Region; Volume 3, Public, Southeast Region*, (OE 20126).

³ Data from published annual state or territory report.

⁴ Includes jointures (two or more systems combined for the

purpose of operating schools, each counted as a single administrative unit).

⁵ Previously published data have been revised.

⁶ Data from *Current Expenditures by Local Educational Agencies, 1967-68* (OE 22026-68).

Table 10.—Instructional staff in full-time public elementary and secondary day schools, by type of position and State or other area: United States, 1967-68
 [In full-time equivalents]

Region and State or other area	Total instructional staff	Principals (including assistant principals)	Consultants or supervisors of instruction	Classroom teachers ¹	Librarians ¹	Guidance personnel ¹	Psycho-logical personnel ¹	Other non-supervisory instructional personnel ¹
1	2	3	4	5	6	7	8	9
United States	2,071,246	85,507	29,005	1,863,967	33,838	41,716	4,665	12,543
North Atlantic								
Connecticut	533,655	22,530	13,258	470,276	7,492	11,190	1,907	7,002
Delaware	31,272	1,353	277	28,557	297	674	114	...
Maine	6,004	212	53	5,451	120	108	38	22
Maryland	10,638	849	124	9,341	128	196	...	...
Massachusetts	39,859	1,919	544	35,440	839	969	74	74
New Hampshire	52,986	2,780	3,896	44,190	586	1,395	139	...
New Jersey ²	6,844	419	76	6,098	63	165	4	19
New York	72,262	2,452	712	³ 65,900	(⁴)	(⁴)	(⁴)	⁴ 3,198
Pennsylvania	191,818	8,668	6,095	164,288	3,438	4,923	1,304	³ 102
Rhode Island	101,476	2,981	1,225	92,818	1,633	2,085	173	561
Vermont	8,436	350	118	7,569	143	227	6	23
District of Columbia . . .	4,251	247	48	3,754	112	.85	5	..
	7,809	300	90	6,870	133	363	50	3
Great Lakes and Plains . . .	593,209	23,054	6,309	537,914	9,613	12,525	1,147	2,647
Illinois	109,426	3,530	1,705	⁵ 98,918	1,540	2,022	270	1,441
Indiana	52,106	2,520	739	46,782	822	1,214	29	...
Iowa	35,181	1,598	339	31,860	575	675	45	89
Kansas	28,803	1,297	226	25,874	681	501	67	157
Michigan	92,609	3,139	789	84,759	1,172	2,515	235	...
Minnesota	42,985	1,621	258	39,055	1,015	847	78	111
Missouri	46,203	2,009	711	41,755	609	1,066	...	53
Nebraska	16,839	613	111	15,272	300	338	8	197
North Dakota	7,806	319	46	7,231	120	90	...	...
Ohio	103,165	4,265	772	93,916	1,412	1,998	277	525
South Dakota	9,295	279	42	8,617	138	138	7	74
Wisconsin	48,791	1,864	571	43,875	1,229	1,121	131	...
Southeast	439,992	17,667	4,227	398,503	9,601	8,258	675	1,061
Alabama	34,513	1,269	305	⁶ 32,939	(⁶)	(⁶)	...	...
Arkansas	20,094	736	58	18,728	323	249	...	...
Florida	60,557	2,132	500	53,736	1,844	⁷ 1,382	514	449
Georgia	46,980	1,773	655	42,291	1,485	776	...	...
Kentucky	31,013	1,253	279	27,658	912	498	...	413
Louisiana	38,124	1,472	327	34,481	1,138	701	5	...
Mississippi	23,548	1,096	153	21,413	528	358	...	...
North Carolina ²	52,152	1,992	473	47,955	(⁸)	⁸ 1,732	...	...
South Carolina	29,354	1,045	184	26,162	1,206	721	36	...
Tennessee	36,412	1,314	409	33,053	966	630	40	...
Virginia	48,899	2,164	657	43,831	981	996	78	192
West Virginia	18,346	1,421	227	16,256	218	215	2	7
West and Southwest	504,390	22,256	5,211	457,274	7,132	9,743	936	1,838
Alaska	3,385	158	37	3,065	62	52	5	6
Arizona	18,874	676	222	16,985	408	399	47	137
California	188,816	8,931	1,940	171,102	1,697	4,495	651	...
Colorado	24,852	1,051	264	21,974	373	511	...	679
Hawaii	7,363	358	51	6,741	203	...	10	...
Idaho	8,334	267	182	7,451	192	222	2	18
Montana	8,879	289	52	8,156	159	195	...	28
Nevada	5,325	222	41	4,836	123	102	1	...
New Mexico	12,655	613	199	11,272	240	322	1	8
Oklahoma	27,211	770	182	25,525	293	421	20	...
Oregon	24,156	1,180	290	21,508	524	485	20	149
Texas	120,467	5,344	685	111,509	1,653	⁹ 1,276	(⁹)	...
Utah	12,982	549	148	11,578	322	324	30	31
Washington	36,293	1,645	855	31,221	803	841	146	782
Wyoming	4,798	203	63	4,351	80	98	3	...
Outlying Areas:								
Canal Zone	651	20	13	591	6	17	4	...
Guam	1,019	44	36	890	28	20	1	...
Puerto Rico	22,230	959	376	20,248	261	247	...	139
Trust Territory	1,217	28	36	1,142	9	2	...	...

¹ Data in each of the categories of nonsupervisory instructional staff are shown for those States reporting such information. In some States, classroom teachers may include other nonsupervisory personnel (librarians, guidance personnel, etc.) when not reported separately.

² Data obtained from published annual State report.

³ Includes estimates by Office of Education.

⁴ Data for columns 6, 7, and 8 included in column 9.

⁵ Estimated by Office of Education.

⁶ Data for columns 6, 7, and 8 included in column 5.

⁷ Data obtained from published annual State report and from Fall 1967 Statistics of Public Schools (OE 20007-67).

⁸ Data for column 6 included in column 7.

⁹ Data for column 8 included in column 7.

**Table 11.—Principals and supervisors of instruction in full-time public elementary and secondary day schools,
by level of instruction and State or other area: United States, 1967-68**
 [In full-time equivalents]

Region and State or other area	Principals and assistant principals ¹				Consultants or supervisors of instruction ¹			
	Total	Serving both elementary and second- ary schools	Elementary only	Secondary only	Total	Serving both elementary and second- ary schools	Elementary only	Secondary only
		1	2	3		4	5	6
United States	85,507	NA	NA	NA	29,005	NA	NA	NA
North Atlantic	22,530	NA	NA	NA	13,258	NA	NA	NA
Connecticut	1,353	---	830	523	277	NA	NA	NA
Delaware	212	---	95	117	53	---	7	46
Maine	849	---	660	189	124	---	64	60
Maryland	1,919	---	1,146	773	544	---	276	268
Massachusetts	2,780	3	1,793	984	3,896	14	1,463	2,419
New Hampshire	419	35	259	125	76	47	15	14
New Jersey ²	2,452	NA	NA	NA	712	NA	NA	NA
New York	8,668	2,848	3,375	2,445	6,095	NA	NA	NA
Pennsylvania	2,981	26	1,385	1,570	1,225	667	391	167
Rhode Island	350	---	215	135	118	---	75	43
Vermont	247	23	155	69	48	31	10	7
District of Columbia	300	11	148	141	90	NA	NA	NA
Great Lakes and Plains . . .	23,054	3,186	13,020	6,848	6,309	2,140	2,199	1,970
Illinois	3,530	186	2,638	706	1,705	270	700	735
Indiana	2,520	---	1,329	1,191	739	656	64	19
Iowa	1,598	34	896	668	339	---	80	259
Kansas	1,297	1,228	47	22	226	203	12	11
Michigan	3,139	1,351	1,788	(³)	789	³ 521	268	(³)
Minnesota	1,621	---	760	861	258	---	104	154
Missouri	2,009	---	1,343	666	711	---	422	289
Nebraska	613	---	270	343	111	---	76	35
North Dakota	319	23	143	153	46	3	14	29
Ohio	4,265	104	2,596	1,565	772	385	223	164
South Dakota	279	---	154	125	42	---	24	18
Wisconsin	1,864	260	1,056	548	571	102	212	257
Southeast	17,667	1,761	9,895	6,011	4,227	NA	NA	NA
Alabama	1,269	---	479	790	305	305	---	--
Arkansas	736	18	346	372	58	12	24	22
Florida	2,132	186	1,164	782	500	283	101	116
Georgia	1,773	191	1,100	482	655	655	---	--
Kentucky	1,253	127	744	382	279	185	67	27
Louisiana	1,472	373	815	284	327	327	NA	NA
Mississippi	1,096	240	483	373	153	NA	NA	NA
North Carolina ²	1,992	---	1,353	639	473	NA	NA	NA
South Carolina	1,045	---	539	506	184	NA	NA	NA
Tennessee	1,314	153	761	400	409	240	109	60
Virginia	2,164	399	1,188	577	657	NA	NA	NA
West Virginia	1,421	74	923	424	227	167	42	18
West and Southwest	22,256	NA	NA	NA	5,211	NA	NA	NA
Alaska	158	8	91	59	37	6	18	13
Arizona	676	22	490	164	222	26	157	39
California	8,931	---	5,405	3,526	1,940	NA	NA	NA
Colorado	1,051	235	474	342	264	93	124	47
Hawaii	358	NA	NA	NA	51	NA	NA	NA
Idaho	267	11	104	152	182	107	30	45
Montana	289	19	197	73	52	19	18	15
Nevada	222	16	113	93	41	29	6	6
New Mexico	613	22	356	235	199	117	11	71
Oklahoma	770	---	408	362	182	---	81	101
Oregon	1,180	---	685	495	290	---	122	168
Texas	5,344	NA	NA	NA	685	NA	NA	NA
Utah	549	6	314	229	148	57	44	47
Washington	1,645	---	896	749	855	NA	NA	NA
Wyoming	203	NA	NA	NA	63	NA	NA	NA
Outlying Areas:								
Canal Zone	20	---	12	8	13	10	1	2
Guam	44	---	26	18	36	9	12	15
Puerto Rico ²	959	196	450	313	376	227	61	88
Trust Territory	28	---	9	19	36	---	36	---

¹ NA Data not available; some States were unable to provide a breakdown by level of the totals reported.

² Data obtained from published annual State report.

³ Personnel serving "secondary only" were reported by the State as serving "both elementary and secondary."

Table 12.—Classroom teachers in full-time public elementary and secondary day schools, by level of instruction, sex, and State or other area: United States, 1967-68
 [In full-time equivalents]

Region and State or other area	Total elementary and secondary teachers ¹			Elementary teachers			Secondary teachers		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
United States	1,863,967	587,808	1,276,159	1,039,282	151,651	887,631	824,685	436,157	388,528
North Atlantic	470,276	153,875	316,401	248,317	36,164	212,153	221,959	117,711	104,248
Connecticut	28,557	9,751	18,806	16,481	3,006	13,475	12,076	6,745	5,331
Delaware	5,451	1,969	3,482	2,765	465	2,300	2,686	1,504	1,182
Maine	9,341	3,148	6,193	6,244	1,272	4,972	3,097	1,876	1,221
Maryland ²	35,440	10,229	25,211	18,679	1,849	16,830	16,761	8,380	8,381
Massachusetts	44,190	13,216	30,974	24,900	3,304	21,596	19,290	9,912	9,378
New Hampshire	6,098	1,989	4,109	3,226	383	2,843	2,872	1,606	1,266
New Jersey ³	65,900	23,378	42,522	38,486	7,697	30,789	27,414	15,681	11,733
New York ³	164,288	50,929	113,359	84,280	10,710	73,570	80,008	40,219	39,789
Pennsylvania	92,818	34,137	58,681	43,297	6,338	36,959	49,521	27,799	21,722
Rhode Island	7,569	2,554	5,015	3,972	487	3,485	3,597	2,067	1,530
Vermont	3,754	1,178	2,576	2,151	280	1,871	1,603	898	705
District of Columbia	6,870	1,397	5,473	3,836	373	3,463	3,034	1,024	2,010
Great Lakes and Plains	537,914	180,548	357,366	297,292	43,078	254,214	240,622	137,470	103,152
Illinois ³	98,918	30,500	68,418	57,390	8,549	48,841	41,528	21,951	19,577
Indiana ³	46,782	16,681	30,101	24,841	3,867	20,974	21,941	12,814	9,127
Iowa ³	31,860	11,543	20,317	16,420	1,970	14,450	15,440	9,573	5,867
Kansas	25,874	8,184	17,690	14,738	2,007	12,731	11,136	6,177	4,959
Michigan ²	84,759	31,372	53,387	38,962	5,039	33,923	45,797	26,333	19,464
Minnesota	39,055	15,259	23,796	19,411	2,588	16,823	19,644	12,671	6,973
Missouri	41,755	11,612	30,143	28,167	4,581	23,586	13,588	7,031	6,557
Nebraska	15,272	4,081	11,191	8,574	398	8,176	6,698	3,683	3,015
North Dakota	7,231	2,483	4,748	4,640	724	3,916	2,591	1,759	832
Ohio	93,916	30,172	63,744	54,744	8,271	46,473	39,172	21,901	17,271
South Dakota	8,617	2,489	6,128	5,885	731	5,154	2,732	1,758	974
Wisconsin	43,875	16,172	27,703	23,520	4,353	19,167	20,355	11,819	8,536
Southeast	398,503	92,642	305,861	231,430	22,311	209,119	167,073	70,331	96,742
Alabama ⁴	32,939	7,081	25,858	16,506	845	15,661	16,433	6,236	10,197
Arkansas ³	18,728	4,461	14,267	10,367	650	9,717	8,361	3,811	4,550
Florida	53,736	15,398	38,338	28,273	3,243	25,030	25,463	12,155	13,308
Georgia ³	42,291	8,821	33,470	25,713	2,173	23,540	16,578	6,648	9,930
Kentucky	27,658	7,081	20,577	16,936	2,187	14,749	10,722	4,894	5,828
Louisiana	34,481	8,755	25,726	19,832	2,209	17,623	14,649	6,546	8,103
Mississippi	21,413	5,026	16,387	11,666	874	10,792	9,747	4,152	5,595
North Carolina ²	47,955	10,789	37,166	32,515	4,227	28,288	15,440	6,562	3,878
South Carolina	26,162	4,943	21,219	14,288	832	13,456	11,874	4,111	7,763
Tennessee	33,053	7,519	25,534	20,276	2,229	18,047	12,777	5,290	7,487
Virginia ²	43,831	8,906	34,925	26,364	2,164	24,200	17,467	6,742	10,725
West Virginia ²	16,256	3,862	12,394	8,694	678	8,016	7,562	3,184	4,378
West and Southwest	457,274	160,743	296,531	262,243	50,098	212,145	195,031	110,645	84,386
Alaska	3,065	1,070	1,995	1,881	427	1,454	1,184	643	541
Arizona	16,985	6,086	10,899	11,929	3,011	8,918	5,056	3,075	1,981
California	171,102	68,500	102,602	104,279	25,000	79,279	66,823	43,500	23,323
Colorado	21,974	7,569	14,405	11,548	1,668	9,880	10,426	5,901	4,525
Hawaii	6,741	1,471	5,270	3,990	248	3,742	2,751	1,223	1,528
Idaho	7,451	2,567	4,884	3,581	436	3,145	3,870	2,131	1,739
Montana ²	8,156	2,757	5,399	5,195	844	4,351	2,961	1,913	1,048
Nevada	4,836	1,750	3,086	2,779	516	2,263	2,057	1,234	823
New Mexico	11,272	3,930	7,342	6,086	974	5,112	5,186	2,956	2,230
Oklahoma	25,525	9,103	16,422	13,787	2,442	11,345	11,738	6,661	5,077
Oregon ²	21,508	8,203	13,305	12,352	2,700	9,652	9,156	5,503	3,653
Texas ²	111,509	32,591	78,918	59,570	7,089	52,481	51,939	25,502	26,437
Utah	11,578	4,537	7,041	6,090	1,147	4,943	5,488	3,390	2,098
Washington ³	31,221	8,867	22,354	16,957	3,261	13,696	14,264	5,606	8,658
Wyoming ²	4,351	1,742	2,609	2,219	335	1,884	2,132	1,407	725
Outlying Areas:									
Canal Zone	591	170	421	326	33	293	265	137	128
Guam	890	299	591	542	182	360	348	117	231
Puerto Rico	20,248	5,198	15,050	12,303	1,981	10,322	7,945	3,217	4,728
Trust Territory	1,142	857	285	994	746	248	148	111	37

¹ May include other nonsupervisory instructional personnel when not reported separately.

³ Distribution by sex and level estimated by Office of Education.

⁴ Includes guidance and counseling personnel.

² Distribution by sex estimated by Office of Education.

Table 13.—Classroom teachers, librarians, guidance and psychological personnel, and other nonsupervisory instructional personnel in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68
[In full-time equivalents]

Region and State or other area	Total nonsuper- visory in- structional personnel	Classroom teachers						School librarians (when reported separately)						Guidance personnel (when reported separately)					
		Elementary ¹			Nursery and kin- dergarten (when reported separately)			Secondary			Serving both ele- men- tary and sec- ondary only			Serving ele- men- tary and sec- ondary only			Serving ele- men- tary and sec- ondary only		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
United States ³	1,956,734	1,863,967	1,039,282	21,237	1,018,045	824,685	33,838	15,036	8,033	10,769	41,716	16,098	3,316	22,302	4,665	12,548			
North Atlantic	497,867	470,276	248,317	6,161	243,156	221,959	7,492	3,949	1,477	2,066	11,190	1,770	1,709	7,711	1,907	7,002			
Connecticut	29,642	28,567	16,481	...	16,481	12,076	297	297	...	...	674	674	1,4	7,4	1,14	...	
Delaware	5,739	5,451	2,765	32	2,733	2,686	120	...	49	71	1,08	4,108	4,108	4,108	38	22			
Maine	9,665	9,341	6,244	...	6,244	3,097	128	...	23	105	1,96	...	21	175	...	...	
Maryland	37,396	35,440	18,679	908	17,771	16,761	839	...	454	385	969	...	126	843	74	74			
Massachusetts	46,310	44,190	24,900	955	23,945	19,290	686	3	143	440	1,395	3	477	916	139	...			
New Hampshire	6,349	6,098	3,226	109	3,117	2,872	63	31	7	25	1,65	75	13	77	4	19			
New Jersey	69,098	66,900	38,486	...	38,486	27,414	7	...	...	...	...	...	...	...	7	7
New York	177,055	164,288	84,280	...	84,280	80,008	3,438	3,438	...	4,923	306	869	3,749	1,304	1,304				
Pennsylvania	97,270	92,818	43,297	2,650	40,647	49,521	1,633	156	603	874	2,085	242	163	1,680	1,73	3,102			
Rhode Island	7,968	7,569	3,972	227	3,745	3,597	143	...	74	69	227	...	33	194	6	561			
Vermont	3,956	3,754	2,161	66	2,085	1,603	112	17	45	50	85	...	7	7	6	23			
District of Columbia	7,419	6,870	3,836	214	3,622	3,034	133	7	79	47	363	4,363	4,363	4,363	5	3			
Great Lakes and Plains	563,846	537,914	297,292	10,261	287,031	240,622	9,613	3,666	1,808	4,139	12,526	4,655	850	7,020	1,147	2,647			
Illinois	104,191	98,918	57,390	...	57,390	41,528	1,540	162	458	920	2,022	...	320	1,702	270	1,441			
Indiana	48,847	46,782	24,841	1,263	23,578	21,941	822	822	...	1,214	1,214	...	...	...	...	...
Iowa	33,244	31,860	16,420	...	16,420	15,440	575	4,676	...	1,214	1,214	...	13	662	45	89			
Kansas	27,280	26,874	14,738	939	13,799	11,136	681	643	37	1	501	500	1	67	67	157			
Michigan	88,681	84,759	38,962	...	38,962	45,797	1,172	1,172	1,172	1,172	2,515	4,2,515	1	2,515	1	235			
Minnesota	41,106	39,055	19,411	1,446	17,965	19,644	1,015	...	353	662	847	...	19	828	78	111			
Missouri	43,483	41,755	28,167	1,286	26,881	13,588	609	2	91	516	1,066	...	170	896	...	53			
Nebraska	16,115	15,272	8,574	611	7,963	6,698	300	...	53	247	338	...	10	328	8	197			
North Dakota	7,441	7,231	4,640	90	4,550	2,571	120	16	93	12	93	60	16	14	14	...			
Ohio	98,128	93,916	54,744	2,725	52,019	39,12	1,412	115	383	914	1,998	98	160	1,740	277	525			
South Dakota	8,974	8,617	5,885	...	5,885	2,732	138	...	39	99	99	138	32	106	7	74			
Wisconsin	46,256	43,875	23,520	1,901	21,619	20,355	1,229	160	382	687	1,121	268	109	744	131	...			
Southeast	418,098	398,503	231,430	1,248	240,182	167,073	9,601	2,646	3,722	3,233	8,268	2,508	447	5,303	675	1,061			
Alabama	32,939	32,939	16,506	...	16,506	16,433	...	...	...	...	...	...	...	...	...	...
Arkansas	19,300	18,728	10,367	...	10,367	8,361	323	...	6	317	249	...	11	238	...	...	
Florida	67,925	53,736	28,273	287	27,986	25,463	1,844	...	1,010	834	1,382	...	59	1,323	514	449			
Georgia	42,552	42,291	25,713	442	25,271	16,578	1,486	4,1,486	...	1,010	834	1,382	...	59	1,323	514	449		
Kentucky	29,481	27,668	16,936	84	16,852	10,722	912	115	490	307	498	...	106	392	...	413			
Louisiana	36,325	34,481	19,832	306	19,526	14,649	1,38	409	438	291	701	...	118	583	5	...			
Mississippi	22,299	21,413	11,666	...	11,666	9,747	528	4,528	...	1,368	1,368	1,368	...	358	...	...	
North Carolina ⁵	49,687	47,955	32,615	...	32,615	15,440	...	...	32,515	15,440	...	...	9,1,732	1,732	1	449
South Carolina	28,125	26,162	14,288	...	14,288	11,874	1,206	...	339	367	721	...	9	712	36	...			
Tennessee	34,689	33,053	20,276	94	20,182	12,777	966	109	459	398	630	...	91	539	40	...			
Virginia	46,078	43,831	26,364	...	26,364	17,467	981	...	480	501	996	...	53	943	78	215			
West Virginia	16,698	16,256	8,694	35	8,669	7,562	218	...	...	...	...	...	...	...	...	...

West and Southwest	476,923	457,274	262,243	4,567	257,676	195,031	7,132	4,775	1,026	1,331	9,743	7,165	310	2,268	936	1,838	
Alaska	3,190	3,065	1,881	62	1,819	1,184	62	11	18	33	52	... ⁵	52	5	6	6	
Arizona	17,976	16,985	11,929	332	11,597	6,056	408	22	264	122	399	25	88	286	47	137	
California	177,945	171,102	104,279	... ⁶	104,279	66,823	1,697	41,697	(⁴)	4,495	4,495	(⁴)	(⁴)	651	... ⁷	... ⁸	
Colorado	23,537	21,974	11,548	725	10,823	10,426	373	32	111	230	511	48	25	438	... ⁹	679	
Hawaii	6,954	6,741	3,990	581	3,409	2,751	203	4 ¹⁰	(⁴)	(⁴)	(⁴)	(⁴)	... ¹⁰	10	... ¹¹	... ¹²	
Idaho	7,885	7,451	3,581	...	3,581	3,870	192	5	16	171	222	28	6	188	2	18	
Montana	8,538	8,156	5,195	78	5,117	2,961	159	25	36	98	195	22	7	166	... ¹³	28	
Nevada	5,062	4,836	2,779	188	2,591	2,057	123	4 ¹⁴	... ¹⁴	56	67	102	5	97	1	... ¹⁵	
New Mexico	11,843	11,272	6,086	...	6,086	5,186	240	4 ¹⁵	240	(⁴)	(⁴)	322	322	(⁴)	1	8	
Oklahoma	26,259	25,525	13,787	488	13,299	12,738	293	...	107	186	421	...	88	333	20	... ¹⁶	
Oregon	22,686	21,508	12,352	188	12,164	9,156	524	...	244	280	485	...	88	333	20	149	
Texas	114,438	111,509	59,570	423	59,147	51,939	1,653	4 ¹⁷	1,653	(⁴)	(⁴)	1,276	4 ¹⁸	407	20	149	
Utah	12,285	11,578	6,090	467	6,623	5,488	322	4 ¹⁹	4 ¹⁹	174	144	324	10	13	301	30	31
Washington	33,793	31,221	16,957	1,035	16,922	14,264	803	4 ²⁰	803	(⁴)	(⁴)	841	(⁴)	146	146	782	... ²¹
Wyoming	4,532	4,351	2,219	...	2,219	2,132	80	4 ²²	80	(⁴)	(⁴)	98	(⁴)	98	3	... ²³	... ²⁴
Outlying Areas:																	
Canal Zone	618	591	326	26	300	265	6	...	...	18	10	20	...	17	4	...
Guam	939	890	542	...	542	348	28	...	46	181	247	2	2	20	1	...	
Puerto Rico	20,895	20,248	12,303	367	11,946	7,945	261	34	1	8	2	2	2	243	... ²⁵	139	
Trust Territory	1,153	1,142	994	...	994	148	9	...	...	...	...	...	...	...	...	...

¹ Nursery and kindergarten teachers not reported separately are included in column 6.
² Includes audiovisual instructors, television instructors, and other nonsupervisory instructional personnel.
³ Data are shown in the categories as reported for the States. In some States, classroom teachers may include other categories of nonsupervisory instructional staff.
⁴ Personnel not reported by level are shown as serving both "elementary and secondary."

⁵ Data from published annual State report.

⁶ Estimated by Office of Education.

⁷ Librarians, guidance, and psychological personnel included under other nonsupervisory instructional personnel.

⁸ Guidance personnel included with classroom teachers.
⁹ Librarians included with guidance personnel.

¹⁰ Psychological personnel included with guidance personnel.

Table 14.—Personnel engaged in health services, food services, and recreational activities in local education agencies, for States or other areas reporting: United States, 1967-68

Region and State or other area	Health personnel												Other pro- fessional & technical health personnel				Food services personnel		Recreational personnel	
	Physicians, including psychia- trists				Dentists		Nurses			Dental hygienists		Other pro- fessional & technical health personnel		Food services personnel		Recreational personnel				
	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15						
Total for States reporting ¹	2,104	2,499	704	1,422	15,497	1,389	934	273	1,399	389	177,656	50,250	1,044	4,826						
North Atlantic	1,959	2,176	671	1,307	6,568	622	872	264	948	330	29,966	26,997	778	3,839						
Connecticut	—	—	—	—	332	54	76	68	—	—	1,373	1,046	—	—						
Delaware	4	—	3	—	139	—	5	—	—	—	2,161	—	—	—						
Maine	—	85	—	—	197	—	—	—	—	—	1,500	300	—	—						
Maryland	3274	—	—	—	—	—	—	—	—	—	469	—	—	—						
Massachusetts	100	654	112	180	820	350	130	140	722	287	4,420	2,487	—	—						
New Hampshire	—	37	—	—	83	93	4	—	—	—	—	—	—	—						
New Jersey	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(5)	(5)	(5)	(5)						
New York ²	1,500	—	530	—	2,825	—	481	—	201	—	10,916	17,100	—	—						
Pennsylvania	79	1,303	25	1,069	2,019	11	173	2	20	31	10,670	5,727	714	3,817						
Rhode Island	—	66	1	53	112	11	—	22	5	12	287	83	64	22						
Vermont	1	31	—	5	41	103	3	32	—	—	158	254	—	—						
District of Columbia	1	—	—	—	—	—	—	—	—	—	712	—	—	—						
Great Lakes and Plains	44	269	17	82	3,426	623	42	7	44	32	40,086	13,828	161	754						
Illinois	16	46	6	24	782	255	6	1	14	4	6,718	2,163	82	87						
Indiana	—	—	2	—	250	—	—	—	—	—	—	—	—	—						
Iowa	—	—	—	—	484	—	—	—	—	—	3,248	2,010	—	—						
Kansas	—	—	—	—	258	—	—	—	—	—	3,166	—	—	—						
Michigan	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Minnesota	7	53	—	12	350	175	12	—	9	22	3,151	2,237	50	430						
Missouri	—	—	—	—	630	—	—	—	—	—	9,489	—	—	—						
Nebraska	8	31	—	7	101	105	—	—	14	6	1,416	825	1	10						
North Dakota	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Ohio	9	101	9	31	519	88	17	5	—	—	9,645	4,404	28	227						
South Dakota	—	—	—	—	—	—	—	—	—	—	693	—	—	—						
Wisconsin	4	38	—	8	52	—	7	1	—	—	2,560	2,189	—	—						
Southeast	75	22	6	19	880	46	16	1	402	21	75,419	3,639	19	168						
Alabama	—	—	—	—	—	—	—	—	—	—	5,931	—	—	—						
Arkansas	—	—	—	—	—	—	—	—	—	—	3,500	—	—	—						
Florida	1	—	1	—	29	—	—	—	—	7	12,780	—	—	—						
Georgia	—	—	—	—	—	—	—	—	—	—	10,352	—	—	—						
Kentucky	—	—	—	—	60	—	—	—	—	—	6,318	—	—	—						
Louisiana ⁶	71	—	3	—	275	—	1	—	300	—	7,663	—	—	—						
Mississippi	—	—	—	—	30	2	—	—	—	—	4,420	410	—	—						
North Carolina ⁸	—	—	—	—	—	—	—	—	—	—	9,532	1,655	—	—						
South Carolina	—	—	—	—	135	—	—	—	21	19	5,896	190	—	—						
Tennessee	—	2	1	6	58	6	5	—	20	—	5,001	674	5	61						
Virginia	1	9	—	8	206	8	—	—	—	—	1,358	231	—	—						
West Virginia	2	11	1	5	87	30	10	1	12	2	2,668	479	14	107						
West and Southwest	26	32	10	14	4,623	98	4	1	5	6	32,185	5,786	86	65						
Alaska	—	—	—	—	36	—	—	—	—	—	233	186	—	—						
Arizona	9	12	2	3	329	30	3	1	1	1	1,694	832	49	18						
California	(5)	—	(5)	—	2,244	—	(5)	—	(5)	—	(5)	—	(5)	—						
Colorado	—	—	—	—	225	56	—	—	1	—	1,896	1,715	—	—						
Hawaii	—	—	—	—	—	—	—	—	—	—	797	65	—	—						
Idaho	—	1	—	2	949	—	(9)	—	—	—	1,016	—	—	—						
Montana	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Nevada	—	—	—	—	41	—	—	—	3	5	365	74	3	47						
New Mexico ⁶	—	—	—	—	155	—	—	—	—	—	1,736	—	3	—						
Oklahoma	2	19	8	9	121	—	—	—	—	—	2,516	—	—	—						
Oregon	3	—	—	—	74	—	1	—	—	—	2,633	—	31	—						
Texas	11	—	—	—	1,055	—	—	—	—	—	16,612	2,914	—	—						
Utah	1	—	—	—	49	—	—	—	—	—	2,111	—	—	—						
Washington	—	—	—	—	179	12	—	—	—	—	—									

Table 15.—Personnel engaged in attendance, clerical, plant operation and maintenance, transportation, and miscellaneous activities in local education agencies, for States or other areas reporting: United States, 1967-68

Region and State or other area	Attendance personnel			Secretarial and clerical personnel ¹		Plant operation personnel		Plant maintenance personnel		Other employees				
	Attendance officers		Full-time visiting teachers (home- school counselors)	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
	1	2		3	4	5	6	7	8	9	10	11	12	13
Total for States reporting ²	6,228	2,545	2,162	157,529	33,246	175,657	19,361	32,945	2,806	120,222	117,446	15,863		
North Atlantic	4,019	2,243	760	57,224	23,036	62,215	8,436	8,266	1,102	20,133	3,588	13,121		
Connecticut	14	16	...	2,589	659	2,979	269	487	26	125	363	82		
Delaware	4	...	7	647	...	781	...	(³)	...	68	...	...
Maine	400	...	...	1,150	...	950	...	...	...	825	...	...
Maryland ⁴	71	...	278	6,147	...	7,931	...	1,706	...	1,521	...	...
Massachusetts	153	262	153	4,191	2,556	5,693	453	507	75	188	...	...
New Hampshire	2	45	...	420	119	637	150	...	...	140	...	...
New Jersey ⁵	1,983	1,519	...	6,286	1,457	8,843	1,300	1,260	410	2,540	1,598	6,652		
New York ⁶	4,108	(⁴)	(⁸)	23,223	15,141	19,384	2,635	(³)	(³)	12,846	1,114	6,073		
Pennsylvania	238	283	257	10,287	2,724	13,465	3,242	2,791	585	1,707	447	116		
Rhode Island	19	41	18	931	106	1,173	98	161	2	112	15	122		
Vermont	2	77	4	372	274	379	289	42	4	61	51	76		
District of Columbia	35	...	43	981	...	...	1,312	...	...	...	...	...
Great Lakes and Plains	394	137	573	34,516	5,397	38,861	5,805	6,973	523	37,310	1,779	1,513		
Illinois	92	8	116	6,709	1,205	7,889	1,134	1,302	49	5,574	427	306		
Indiana	108	...	...	...	...	...	...	...	...	...	...	...
Iowa	15	...	5	92	...	...	...	...	...	8,058	...	...
Kansas	15	...	46	2,038	...	2,826	...	537	...	2,670	...	...
Michigan ⁹	22	...	70	385	...	...	...	...	...	...	905	906		
Minnesota	13	16	124	4,315	2,055	4,743	700	547	101	2,896	151	167		
Missouri . . . . .	...	...	...	5,242	...	6,568	...	1,518	...	4,939	...	...
Nebraska	15	23	15	906	370	1,540	282	160	25	1,591	39	63		
North Dakota . . . . .	...	...	...	...	...	...	...	...	...	...	...	...
Ohio	114	90	197	10,880	1,045	10,530	2,205	2,403	312	9,643	...	...
South Dakota . . . . .	...	...	...	803	...	839	...	...	...	778	...	...
Wisconsin . . . . .	...	...	...	3,146	722	3,926	1,484	506	36	1,161	257	71		
Southeast	1,248	56	347	38,553	1,551	45,667	2,388	10,830	662	52,795	4,771	1,974		
Alabama ⁴	94	(⁴)	...	1,873	(⁴)	2,950	300	564	59	5,221	...	...
Arkansas	8	2	22	785	102	2,077	77	204	20	3,418	29	4		
Florida	175	...	5	7,878	...	7,296	...	2,193	...	3,749	432	...		
Georgia	32	...	213	4,474	...	4,988	...	1,174	...	5,474	783	...		
Kentucky	209	28	107	5,546	...	2,421	...	685	...	4,664	1,010	...		
Louisiana ⁴	129	...	...	3,034	...	5,008	...	886	...	5,960	478	...		
Mississippi ¹⁰	(¹⁰)	(¹⁰)	...	1,678	161	2,018	354	352	37	5,620	1 ⁰ 57	1 ⁰ 43		
North Carolina ¹¹	177	...	714	...	5,107	...	1,315	...	578	...	...	...
South Carolina	119	...	...	...	...	2,702	320	609	72	5,102	...	...
Tennessee	181	...	...	4,866	285	3,494	311	854	144	3,736	767	457		
Virginia	46	...	...	5,302	594	5,456	615	1,419	75	6,694	199	15		
West Virginia	78	26	...	2,403	409	2,150	411	575	255	2,579	1,016	1,455		
West and Southwest	567	109	482	27,236	3,262	28,914	2,732	6,876	519	9,984	107,308	3,255		
Alaska . . . . .	...	...	...	266	45	428	101	58	8	87	33	9		
Arizona	45	38	43	2,519	488	2,104	221	904	33	616	164	151		
California ¹⁰	...	...	(¹⁰)	...	(¹⁰)	...	...	(¹⁰)	...	(¹⁰)	101,753	...		
Colorado	3	...	...	2,552	932	3,146	3,190	(³)	(³)	1,208	...	...
Hawaii	197	...	15	586	36	714	...	(³)	...	6	121	...		
Idaho ⁴	2	...	...	690	...	858	...	103	...	966	...	...
Montana . . . . .	...	...	...	...	...	...	...	...	...	...	...	...
Nevada	17	4	...	779	125	629	85	109	29	158	18	14		
New Mexico ⁴	20	...	19	1,450	...	1,408	...	597	...	195	61	...		
Oklahoma	19	...	22	1,823	444	3,364	854	(¹⁰)	(¹⁰)	3,957	2,021	1,553		
Oregon	28	...	...	3,056	...	2,410	...	1,314	...	1,687	83	...		
Texas	205	65	301	11,839	1,192	12,056	1,281	3,350	449	—	2,985	1,528		
Utah ⁴	12	...	46	1,297	...	1,237	...	441	...	368	69	...		
Washington	14	2	36	...	...	...	...	...	...	...	...	...
Wyoming	5	...	...	379	...	3,560	...	(³)	...	736	...	...
Outlying Areas:														
Canal Zone . . . . .	...	...	...	54	...	341	...	(³)	...	...	7	5		
Guam	3	...	1	190	59	113	...	20	...	2	...	...
Puerto Rico . . . . .	...	...	237	1,356	6	2,010	695	37	1	...	162	6		
Trust Territory . . . . .	...	...	...	54	1	27	...	12	...	...	32	1		
Virgin Islands ⁵	5	...	1	...	...	...	...	...	...	...	...	...

¹ Includes nonprofessional teacher aides.

² Data for this table are incomplete and are provided to the extent that the States reported them.

³ Plant maintenance personnel reported with plant operations personnel.

⁴ Part-time personnel included with full-time personnel.

⁵ Data from published annual State report.

<sup

Table 16.—Enrollment in full-time public elementary and secondary day schools, by grade, region, and State or other area: United States, fall 1967¹—Con.

Region and State or other area	Total enrollment	Total	Kinder- garten ²	Kindergarten through Grade 8					
				First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade
1	2	3	4	5	6	7	8	9	10
United States	43,891,449	31,641,909	2,432,140	3,972,936	3,714,392	3,654,306	3,575,909	3,558,941	3,448,224
North Atlantic	10,371,204	7,463,256	783,765	901,231	835,784	824,926	819,818	812,823	779,399
Connecticut	614,508	458,538	54,680	55,615	51,913	50,588	50,868	49,822	46,612
Delaware	117,478	84,927	1,899	11,748	10,658	10,348	10,171	10,023	9,684
Maine	228,826	168,876	18,584	20,710	19,159	18,803	18,326	18,262	17,912
Maryland	825,892	603,581	42,367	72,965	67,240	65,384	65,824	64,539	61,683
Massachusetts	1,079,797	780,578	58,155	96,857	91,129	89,781	88,608	86,983	83,789
New Hampshire	138,497	100,368	4,868	13,547	12,070	11,663	11,471	11,285	10,999
New Jersey	1,377,644	995,404	119,107	117,806	110,152	109,294	108,189	108,000	103,322
New York	3,321,100	2,385,900	296,700	282,000	264,600	260,600	260,000	256,000	248,000
Pennsylvania	2,256,000	1,578,300	160,000	187,200	172,500	175,100	173,400	174,700	166,000
Rhode Island	167,175	120,674	11,864	15,694	13,696	13,055	12,879	12,847	12,268
Vermont ³	95,137	68,275	3,397	8,564	8,063	7,609	7,607	7,800	7,500
District of Columbia	149,150	117,835	12,144	18,525	14,604	12,701	12,475	12,562	11,630
Great Lakes and Plains	12,391,057	8,899,665	987,073	1,086,536	1,019,123	1,009,453	967,401	958,578	922,596
Illinois	2,215,328	1,606,369	174,630	194,158	186,008	194,312	173,243	173,124	163,746
Indiana	1,181,440	852,130	76,802	107,690	98,926	97,379	95,657	94,952	91,055
Iowa	643,958	455,508	59,868	51,799	49,867	48,130	47,154	47,477	47,850
Kansas	520,756	371,130	40,464	41,508	41,675	41,599	40,319	40,755	40,097
Michigan	2,042,000	1,478,600	193,200	176,000	165,000	162,000	160,900	156,300	150,700
Minnesota	863,435	601,248	65,740	72,278	68,770	67,904	65,289	64,711	62,296
Missouri	1,002,539	741,662	69,822	96,613	88,218	85,195	82,702	79,164	76,672
Nebraska	326,369	231,899	28,805	27,142	26,302	25,945	24,546	24,851	24,228
North Dakota	147,844	102,389	2,671	13,335	12,717	12,614	12,382	12,254	12,032
Ohio	2,358,900	1,706,540	174,000	214,800	198,000	191,000	187,300	186,800	178,300
South Dakota	167,456	117,850	9,497	14,235	13,679	13,527	13,118	13,132	13,347
Wisconsin	921,032	634,340	91,574	76,978	69,961	69,848	64,791	65,058	62,273
Southeast	9,932,184	7,218,976	51,161	970,826	910,002	899,536	884,089	881,703	858,421
Alabama	830,885	601,866	...	78,851	75,582	76,353	75,459	75,987	74,237
Arkansas	451,482	323,569	...	42,863	40,514	40,997	39,910	40,293	37,439
Florida	1,299,954	940,550	9,555	124,398	118,251	117,331	114,787	115,957	112,513
Georgia	1,086,881	798,758	13,059	110,052	103,367	99,249	97,341	93,615	92,097
Kentucky	687,351	497,380	4,492	71,935	61,199	60,653	59,598	60,243	58,432
Louisiana	840,314	620,698	11,900	83,922	78,280	76,826	75,056	74,870	72,110
Mississippi	582,588	430,958	...	59,052	55,014	54,984	53,449	53,017	51,949
North Carolina	1,193,267	852,841	...	112,292	105,788	105,166	103,432	103,840	102,949
South Carolina	646,907	473,395	...	64,983	60,194	58,128	57,602	58,010	56,583
Tennessee	874,333	638,783	2,500	85,745	82,408	80,126	78,969	77,929	75,271
Virginia	1,022,294	751,289	8,730	97,922	93,961	93,523	92,500	92,090	89,004
West Virginia	415,928	288,889	925	38,811	35,444	36,200	35,986	35,852	35,837
West and Southwest	11,197,004	8,060,012	610,141	1,014,343	949,483	920,391	904,601	905,837	887,808
Alaska	65,751	50,891	3,044	6,986	6,501	5,966	5,991	5,808	5,558
Arizona	399,450	299,500	9,500	42,000	35,000	35,000	34,000	33,000	33,000
California	4,466,266	3,204,075	372,538	385,406	361,108	347,795	341,748	343,810	336,087
Colorado	510,324	369,474	37,878	43,439	41,886	40,509	39,965	39,807	38,793
Hawaii	169,430	123,039	14,471	14,272	13,896	13,840	13,398	13,323	13,442
Idaho	176,104	121,529	...	16,318	15,395	14,871	14,764	14,682	14,773
Montana	171,806	121,390	3,656	15,904	15,010	14,839	14,335	14,557	13,973
Nevada	111,753	83,270	9,168	10,618	9,672	9,263	9,064	9,039	8,688
New Mexico	271,345	194,438	2,098	28,733	25,201	23,621	22,934	23,011	22,185
Oklahoma	593,117	422,227	25,966	52,470	49,634	48,962	48,070	48,491	48,503
Oregon	462,928	317,830	10,019	40,700	38,605	37,326	37,147	38,147	37,916
Texas	2,633,585	1,917,555	36,000	258,243	242,546	235,095	230,639	229,117	222,761
Utah	297,714	215,479	23,971	24,549	23,955	23,795	23,665	23,974	23,548
Washington	781,865	558,302	56,818	67,384	63,968	62,535	62,166	62,323	61,764
Wyoming	85,566	61,013	5,074	7,321	7,106	6,974	6,715	6,748	6,817
Outlying Areas:									
American Samoa	7,999	6,115	...	1,451	1,081	759	759	667	666
Canal Zone	13,866	10,224	1,105	1,250	1,202	1,142	1,094	1,116	1,097
Guam	19,184	14,301	...	(4)	(4)	(4)	1,596	1,349	1,304
Puerto Rico	654,762	527,451	14,067	82,659	73,328	69,037	66,037	62,856	57,133
Trust Territory	25,651	22,597	...	4,194	3,181	3,218	2,955	2,816	2,413
U.S. Overseas Schools	153,444	128,456	...	21,106	19,652	18,438	16,862	15,481	13,796
Virgin Islands	11,445	9,299	919	1,212	1,171	1,179	1,083	868	1,030

See footnotes at end of table.

Table 16.—Enrollment in full-time public elementary and secondary day schools, by grade, region, and State or other area: United States, fall 1967¹

and elementary ungraded				Grades 9 through 12, postgraduate and secondary ungraded								Region and State or other area								
Seventh grade	Eighth grade	Elementary ungraded	Total 9-12 including post-graduate and ungraded	Ninth grade	Tenth grade	Eleventh grade	Twelfth grade	Post-graduate	Secondary ungraded	11	12	13	14	15	16	17	18	19	20	21
3,454,645	3,359,894	470,522	12,249,540	3,390,286	3,219,772	2,879,108	2,520,745	16,261	223,368	United States										
782,399	758,368	164,743	2,907,948	789,677	767,035	688,773	595,247	8,660	58,556	North Atlantic										
45,387	43,286	9,767	155,970	43,909	41,426	36,242	31,929	84	2,380	Connecticut										
9,433	9,140	1,823	32,551	9,327	8,588	7,407	6,380	—	849	Delaware										
17,867	17,876	1,377	59,950	17,148	15,834	14,205	12,374	216	173	Maine										
63,149	60,702	39,728	222,311	59,965	57,142	50,502	44,774	—	9,928	Maryland										
84,458	81,460	19,358	299,219	82,211	78,460	70,445	62,815	5,288	—	Massachusetts										
11,296	10,976	2,193	38,129	10,884	10,111	9,079	7,984	71	—	New Hampshire										
100,792	98,536	20,206	382,240	104,657	99,695	90,329	80,448	1,867	5,244	New Jersey										
249,000	233,000	36,000	935,200	254,000	251,600	226,600	187,000	—	16,000	New York										
168,500	173,500	27,400	677,700	178,600	177,400	160,600	141,600	1,000	18,500	Pennsylvania										
12,942	12,308	3,121	46,501	12,851	12,313	10,709	8,974	45	1,709	Rhode Island										
7,776	7,275	2,684	26,862	7,449	6,965	6,372	5,858	83	135	Vermont ³										
11,799	10,309	1,086	31,315	8,676	7,601	6,283	5,111	6	3,638	District of Columbia										
928,369	905,283	115,253	3,491,392	947,178	914,140	831,633	733,099	6,303	59,039	Great Lakes and Plains										
164,999	158,275	23,874	608,959	167,564	161,267	147,436	125,035	20	7,637	Illinois										
91,688	90,103	7,878	329,310	93,389	86,462	77,560	67,915	100	3,884	Indiana										
48,237	47,792	7,334	188,450	48,903	48,720	47,062	43,067	—	698	Iowa										
40,386	41,071	3,256	149,626	40,521	39,443	36,792	32,870	—	—	Kansas										
153,200	146,500	14,800	563,400	152,400	147,100	127,800	112,600	25	23,475	Michigan										
64,371	63,768	6,121	262,187	66,674	66,203	63,624	56,760	6,125	2,801	Minnesota										
73,877	73,320	16,079	260,877	73,268	68,965	62,276	56,368	—	—	Missouri										
24,201	23,894	1,985	94,470	24,994	24,866	23,179	21,044	—	387	Nebraska										
11,690	11,569	1,125	45,455	12,216	12,075	10,938	10,129	—	97	North Dakota										
178,400	173,700	24,240	652,360	179,200	171,300	152,400	133,300	—	16,160	Ohio										
13,423	13,138	754	49,606	13,017	12,940	12,122	11,282	—	245	South Dakota										
63,897	62,153	7,807	286,692	75,032	74,799	70,444	62,729	33	3,655	Wisconsin										
861,319	827,197	74,722	2,713,208	799,170	723,982	628,365	543,531	467	12,693	Southeast										
75,108	70,289	—	229,019	67,309	60,931	53,270	47,509	—	—	Alabama										
39,905	38,725	2,923	127,913	37,066	33,574	29,964	26,914	—	395	Arkansas										
113,373	109,603	4,782	359,404	104,056	98,530	84,471	70,558	—	1,789	Florida										
89,755	89,679	10,544	288,123	88,037	76,529	65,390	58,167	—	—	Georgia										
57,930	56,836	6,062	189,971	55,748	49,974	44,469	37,657	5	2,118	Kentucky										
73,174	67,886	6,674	219,616	66,468	58,079	50,086	44,099	1	883	Louisiana										
53,029	48,259	2,205	151,630	44,992	40,897	34,896	30,013	—	832	Mississippi										
102,861	100,798	15,715	340,426	100,514	92,306	78,051	67,554	—	2,001	North Carolina										
57,350	54,949	5,596	173,512	51,436	45,322	40,472	34,942	—	1,340	South Carolina										
75,306	71,529	9,000	235,550	70,129	62,071	54,290	48,060	—	1,000	Tennessee										
87,880	86,789	8,890	271,005	78,555	72,152	62,414	55,555	461	1,868	Virginia										
35,648	31,855	2,331	127,039	34,860	33,617	30,592	27,503	—	467	West Virginia										
882,558	869,046	115,804	3,136,992	854,261	814,615	730,337	643,868	831	93,080	West and Southwest										
5,351	4,958	728	14,860	4,457	4,117	3,379	2,868	—	39	Alaska										
37,000	36,000	5,000	99,950	28,000	26,000	24,000	21,000	150	800	Arizona										
329,156	327,921	58,506	1,262,191	326,803	317,032	287,854	253,117	—	77,385	California										
39,372	38,708	9,117	140,850	38,021	36,736	33,694	29,842	20	2,537	Colorado										
12,658	12,685	1,054	46,391	11,908	11,833	10,641	9,754	485	1,770	Hawaii										
14,966	14,854	906	54,575	14,706	14,372	13,088	12,060	—	349	Idaho										
14,068	13,798	1,250	50,416	13,703	13,203	12,027	11,122	149	212	Montana										
8,501	8,038	1,219	28,483	7,822	7,475	6,546	5,727	—	913	Nevada					</td					

Table 17.—Total population, school-age population, and enrollment in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68

[In thousands, except cols. 6 and 8]

Region and State or other area	Total resident population (excluding Armed Forces overseas)	Population July 1, 1967 ¹				Enrollment ²		
		School-age population (5-17 years inclusive)				School-age population as percent of total (col. 3 ÷ col. 2)	Total (kinder- garten through 12th grade and post- graduates)	Total as percent of school-age population (col. 7 ÷ col. 3)
		Total 5-17 years	5-13 years	14-17 years	6			
1	2	3	4	5	6	7	8	
United States	197,863	51,584	36,966	14,618	26.1	43,891	85.1	
North Atlantic	53,034	12,999	9,349	3,650	24.5	10,371	79.8	
Connecticut	2,918	732	532	200	25.1	615	84.0	
Delaware	524	142	104	38	27.1	117	82.4	
Maine	982	254	180	74	25.9	229	90.2	
Maryland	3,680	980	710	270	26.6	826	84.3	
Massachusetts	5,434	1,335	964	371	24.6	1,080	80.9	
New Hampshire	691	175	126	49	25.3	138	78.9	
New Jersey	6,981	1,718	1,245	473	24.6	1,378	80.2	
New York	18,023	4,269	3,068	1,201	23.7	3,321	77.8	
Pennsylvania	11,672	2,879	2,043	836	24.7	2,256	78.4	
Rhode Island	901	216	156	60	24.0	167	77.3	
Vermont	420	110	79	31	26.2	95	86.4	
District of Columbia	808	189	142	47	23.4	149	78.8	
Great Lakes and Plains	55,197	14,720	10,547	4,173	26.7	12,391	84.2	
Illinois	10,887	2,796	2,023	773	25.7	2,215	79.2	
Indiana	5,012	1,340	958	382	26.7	1,181	88.1	
Iowa	2,772	727	509	218	26.2	644	88.6	
Kansas	2,281	603	430	173	26.4	521	86.4	
Michigan	8,608	2,397	1,721	676	27.8	2,042	85.2	
Minnesota	3,625	1,005	718	287	27.7	863	85.9	
Missouri	4,587	1,156	831	325	25.2	1,003	86.8	
Nebraska	1,443	379	270	109	26.3	326	86.0	
North Dakota	632	177	125	52	28.0	148	83.6	
Ohio	10,488	2,817	2,018	799	26.9	2,359	83.7	
South Dakota	668	186	131	55	27.8	167	89.8	
Wisconsin	4,194	1,137	813	324	27.1	921	81.0	
Southeast	43,219	11,526	8,188	3,338	26.7	9,932	86.2	
Alabama	3,533	965	682	283	27.3	831	86.1	
Arkansas	1,972	510	361	149	25.9	451	88.4	
Florida	6,035	1,504	1,094	410	24.9	1,300	86.4	
Georgia	4,490	1,220	870	350	27.2	1,087	89.1	
Kentucky	3,201	839	590	249	26.2	687	81.9	
Louisiana	3,663	1,054	756	298	28.8	840	79.7	
Mississippi	2,344	676	479	197	28.8	583	86.2	
North Carolina	5,059	1,350	951	399	26.7	1,193	88.4	
South Carolina	2,638	746	524	222	28.3	647	86.7	
Tennessee	3,936	1,013	717	296	25.7	874	86.3	
Virginia	4,541	1,185	849	336	25.1	1,022	86.2	
West Virginia	1,807	464	315	149	25.7	416	89.7	
West and Southwest	46,414	12,337	8,880	3,457	26.6	11,197	90.8	
Alaska	271	82	62	20	30.3	66	80.5	
Arizona	1,637	461	336	125	28.2	399	86.6	
California	18,992	4,859	3,523	1,336	25.6	4,466	91.9	
Colorado	2,012	546	392	154	27.1	510	93.4	
Hawaii	760	214	155	59	28.2	169	79.0	
Idaho	701	199	140	59	28.4	176	88.4	
Montana	699	196	139	57	28.0	172	87.8	
Nevada	436	114	86	28	26.1	112	98.2	
New Mexico	1,002	311	224	87	31.0	271	87.1	
Oklahoma	2,516	624	441	183	24.8	593	95.0	
Oregon	1,981	509	356	153	25.7	463	91.0	
Texas	10,858	2,977	2,138	839	27.4	2,634	88.5	
Utah	1,022	313	227	86	30.6	298	95.2	
Washington	3,208	843	598	245	26.3	782	92.8	
Wyoming	319	89	63	26	27.9	86	96.5	
Outlying Areas:								
American Samoa	29	9	--	--	31.0	8	88.9	
Canal Zone	56	11	--	--	19.6	14	(³)	
Guam	92	24	--	--	26.1	19	79.2	
Puerto Rico	2,695	746	--	--	27.7	655	87.8	
Trust Territory	95	29	--	--	30.5	26	89.7	
Virgin Islands	55	14	--	--	25.5	11	78.6	

¹ Source: U.S. Bureau of the Census, Current Population Reports, Population Estimates P-25, No. 420, and unpublished estimates.

² Source: Fall 1968 Statistics of Public Schools (OE-20007-68). Enrollment not cumulative, but as of the beginning of the school year.

³ Exceeds 100 percent. Because of a large number of in-migrants, the total enrollment exceeds school-age population.

NOTE.—Because of rounding, detail may not add to totals.

Table 18.—Enrollment, by grade, in full-time public elementary and secondary day schools: United States, 1956-57 to 1967-68
 [Enrollment in ungraded and special classes not shown separately but prorated among the regular grades to facilitate historical comparisons. Table 17 shows the ungraded enrollment for 1967-68]

Item	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65 ¹	1965-66	1966-67 ²	1967-68 ³	
	1	2	3	4	5	6	7	8	9	10	11	12	13
Total⁴													
Kindergarten to grade 8	32,334	33,529	34,839	36,087	37,260	38,253	39,746	41,025	42,280	42,835	43,898	45,076	
Grades 9 to 12 and postgraduate	26,016	26,669	26,581	27,602	28,439	28,687	29,374	29,915	30,652	31,177	31,766	32,496	
Kindergarten	1,676	1,772	1,834	1,923	2,000	2,065	2,162	2,176	2,251	2,328	2,411	2,432	
First grade	3,491	3,587	3,679	3,733	3,822	3,857	3,928	4,023	4,014	4,097	4,092	4,155	
Second grade	3,241	3,214	3,346	3,436	3,502	3,568	3,630	3,706	3,800	3,766	3,828	3,885	
Third grade	3,183	3,176	3,179	3,302	3,405	3,428	3,518	3,560	3,662	3,741	3,743	3,823	
Fourth grade	3,238	3,127	3,142	3,146	3,278	3,343	3,391	3,467	3,523	3,609	3,706	3,741	
Fifth grade	2,808	3,181	3,099	3,118	3,131	3,218	3,332	3,366	3,465	3,504	3,581	3,723	
Sixth grade	2,443	2,769	3,136	3,070	3,095	3,065	3,190	3,299	3,362	3,433	3,492	3,607	
Seventh grade	2,475	2,458	2,785	3,173	3,123	3,122	3,140	3,241	3,363	3,406	3,528	3,614	
Eighth grade	2,460	2,395	2,381	2,701	2,083	3,021	3,077	3,083	3,212	3,293	3,386	3,515	
Ninth grade	2,368	2,480	2,412	2,413	2,750	3,156	3,172	3,190	3,198	3,307	3,412	3,546	
Tenth grade	1,974	2,194	2,318	2,258	2,252	2,595	2,981	3,007	3,085	3,057	3,173	3,369	
Eleventh grade	1,614	1,736	1,956	2,063	1,997	2,018	2,348	2,747	2,778	2,778	2,899	3,012	
Twelfth grade	1,349	1,431	1,538	1,747	1,820	1,791	1,866	2,160	2,560	2,611	2,641	2,638	
Postgraduate	13	19	35	4	2	7	5	6	7	6	6	7	
Total⁴													
Kindergarten to grade 8	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Grades 9 to 12 and postgraduate	77.4	76.6	76.3	76.5	76.3	76.0	73.9	72.9	72.6	72.8	72.4	72.1	72.9
Kindergarten	5.2	5.3	5.3	5.3	5.3	5.4	5.4	5.3	5.3	5.4	5.5	5.4	5.5
First grade	10.8	10.7	10.6	10.3	10.1	10.1	9.9	9.8	9.5	9.6	9.4	9.2	9.2
Second grade	10.0	9.6	9.6	9.5	9.4	9.3	9.1	9.0	9.0	8.8	8.7	8.6	8.6
Third grade	9.8	9.5	9.1	9.2	9.1	9.0	8.9	8.7	8.7	8.7	8.6	8.5	8.5
Fourth grade	10.0	9.3	9.0	8.7	8.6	8.7	8.5	8.5	8.3	8.4	8.4	8.3	8.3
Fifth grade	8.7	9.5	8.9	8.6	8.4	8.4	8.4	8.4	8.2	8.2	8.2	8.2	8.3
Sixth grade	7.6	8.2	9.0	8.5	8.3	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Seventh grade	7.7	7.3	8.0	8.8	8.4	8.2	7.9	7.9	8.0	8.0	8.0	8.0	8.0
Eighth grade	7.6	7.1	6.8	7.5	8.3	7.9	7.8	7.8	7.6	7.7	7.7	7.8	7.8
Ninth grade	7.3	7.4	6.9	6.7	7.4	8.2	8.0	7.8	7.6	7.7	7.8	7.9	7.9
Tenth grade	6.1	6.5	6.7	6.3	6.0	6.8	7.5	7.3	7.3	7.1	7.2	7.5	7.5
Eleventh grade	5.0	5.2	5.6	5.7	5.4	5.3	5.9	6.7	6.6	6.6	6.6	6.7	6.7
Twelfth grade	4.2	4.3	4.4	4.8	4.9	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
Postgraduate	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)

¹ Distribution by grade estimated by Office of Education.

² Data from *Digest of Education Statistics, 1969* (OE-10024-69).

³ Annual unduplicated grade enrollment for 1967-68 was estimated on the basis of those States reporting a year-end enrollment — approximately 102.7 percent of the fall 1967 membership.

⁴ Beginning 1958-59, includes Alaska; beginning 1969-70, includes Hawaii.

⁵ Figures in bold type, shown in diagonal progression, indicate enrollments in successive grades of pupils who entered the first grade in 1956-57, including retarded and accelerated pupils. Because of retardation, school retention rates should not be calculated directly from first-grade enrollments.

⁶ Less than 0.05 percent.

NOTE.—Because of rounding, detail may not add to totals.

Table 19.—Enrollment in full-time public elementary and secondary day schools, by State or other area:
United States, 1870-71 to 1967-68

Region and State or other area	1870-71 ¹	1899-1900	1917-18	1929-30	1949-50	1957-58	1959-60	1965-66	Cumulative enrollment 1967-68	Fall membership 1967-68 ²	
	1	2	3	4	5	6	7	8	9	10	11
United States ³	7,561,582	15,503,110	20,853,516	25,678,015	25,111,427	33,528,591	36,086,771	42,835,423	44,742,341	43,891,449	
North Atlantic	2,894,242	3,949,736	5,313,299	6,764,028	5,993,454	7,901,198	8,452,285	9,985,851	10,585,976	10,371,204	
Connecticut	113,588	155,228	243,880	319,453	273,015	436,552	476,828	592,052	628,252	614,508	
Delaware	20,058	36,895	37,137	42,360	46,055	72,426	80,874	108,351	121,153	117,478	
Maine	152,600	130,918	140,774	154,455	158,247	184,226	195,325	221,951	230,392	228,826	
Maryland	115,683	222,373	235,278	277,459	335,018	538,790	596,375	786,820	856,518	825,892	
Massachusetts	273,661	474,891	630,878	759,492	632,285	810,614	860,667	1,025,902	1,092,951	1,079,797	
New Hampshire	71,957	65,688	60,021	74,240	71,703	97,478	105,827	133,287	143,342	138,497	
New Jersey	169,430	322,575	562,319	1,012	674,915	959,479	1,051,079	1,323,217	1,452,457	1,377,644	
New York	1,028,110	1,209,574	1,666,589	2,141,479	1,998,129	2,658,869	2,828,853	3,176,574	3,325,477	3,321,100	
Pennsylvania	834,614	1,151,880	1,514,984	1,937,433	1,550,286	1,834,553	1,927,832	2,231,320	2,310,486	2,256,000	
Rhode Island	34,000	67,231	91,864	118,704	96,305	125,301	133,317	154,501	173,976	167,175	
Vermont	65,384	65,964	62,049	65,976	61,143	69,717	72,822	88,428	92,528	95,137	
District of Columbia	15,157	46,519	61,536	80,965	96,323	113,183	122,486	143,448	158,444	149,150	
Great Lakes and Plains	3,300,660	5,842,569	6,404,806	7,729,278	7,021,472	9,514,535	10,159,357	11,991,686	12,586,200	12,391,057	
Illinois	672,787	958,911	1,088,391	1,395,907	1,153,683	1,654,311	1,787,869	2,123,392	2,215,328	2,215,328	
Indiana	450,057	564,807	564,152	667,379	689,803	934,948	989,259	1,172,602	1,181,440	1,181,440	
Iowa	341,938	566,223	530,375	554,655	477,720	573,152	598,103	625,376	677,623	643,958	
Kansas ⁴	89,777	389,582	405,319	431,166	347,626	456,810	478,630	506,958	554,488	520,756	
Michigan	292,466	504,985	655,941	970,582	1,069,435	1,495,729	1,625,247	1,968,403	2,079,704	2,042,000	
Minnesota	113,983	399,207	488,323	551,741	481,612	637,642	681,938	832,962	886,171	863,435	
Missouri ⁵	330,070	719,817	664,412	656,073	644,457	778,507	820,724	975,831	1,031,010	1,002,539	
Nebraska	23,265	268,227	300,011	325,216	227,879	266,769	282,721	327,822	336,034	326,369	
North Dakota	1,660	77,636	168,034	169,277	114,661	130,173	136,766	154,854	153,513	147,844	
Ohio	719,372	829,160	951,960	1,277,636	1,202,967	1,763,837	1,905,995	2,271,420	2,358,900	2,358,900	
South Dakota	(⁶)	98,822	138,485	165,624	117,675	143,801	153,596	172,965	175,654	167,456	
Wisconsin ⁷	265,285	445,142	449,403	564,022	493,949	678,856	698,509	859,101	936,335	921,032	
Southeast	1,157,056	4,135,237	5,729,447	6,679,774	6,903,777	8,452,116	8,872,919	10,042,139	10,241,340	9,932,184	
Alabama	141,312	376,423	573,762	622,988	680,066	758,214	787,269	862,041	860,295	830,885	
Arkansas	69,927	314,662	461,591	456,185	407,084	420,011	424,206	452,370	454,874	451,482	
Florida	14,000	108,874	196,405	346,434	449,836	874,377	993,496	1,299,247	1,393,753	1,299,954	
Georgia	49,578	482,673	679,661	713,290	718,036	914,431	949,099	1,090,854	1,121,998	1,086,881	
Kentucky	178,457	500,294	533,355	588,354	562,883	609,548	631,412	682,714	701,613	687,351	
Louisiana	57,639	196,169	325,571	434,557	483,363	648,854	693,202	823,863	863,038	840,314	
Mississippi	117,000	326,507	540,756	595,449	527,440	536,417	566,421	607,884	599,891	582,588	
North Carolina	115,000	400,452	634,250	866,939	884,733	1,060,187	1,105,412	1,204,351	1,193,267	1,193,267	
South Carolina	56,056	281,891	394,467	469,370	494,185	584,283	610,099	660,156	665,983	646,907	
Tennessee	140,000	485,354	591,346	627,747	659,785	780,933	810,300	901,569	906,937	874,333	
Virginia	131,088	370,595	481,139	562,956	597,867	800,464	841,574	1,018,465	1,053,358	1,022,294	
West Virginia	76,999	232,343	317,144	395,505	438,498	464,397	460,429	438,625	426,333	415,928	
West and Southwest ⁸	209,624	1,574,568	3,405,964	4,504,935	5,192,724	7,660,742	8,602,210	10,815,747	11,328,825	11,197,004	
Alaska	...	...	(3,341)	(3,436)	(13,910)	(36,017)	44,450	65,574	67,203	65,751
Arizona	16,504	67,973	103,806	139,244	262,220	302,672	401,182	424,998	399,450	399,450	
California	91,332	269,736	602,758	1,068,683	1,757,424	2,826,339	3,199,455	4,227,129	4,466,266	4,466,266	
Colorado	4,357	117,555	200,763	240,482	229,196	365,518	393,690	510,743	536,073	510,324	
Hawaii	...	...	(35,967)	(71,657)	(89,820)	(130,158)	139,429	162,164	169,430	169,430
Idaho	906	35,669	104,737	120,947	122,259	154,111	162,839	181,526	184,458	176,104	
Montana	1,657	39,430	122,000	120,337	105,917	136,832	144,998	172,754	177,848	171,806	
North Dakota	3,106	6,676	14,518	18,041	25,144	58,218	66,415	117,457	125,040	111,753	
New Mexico	1,320	36,735	65,677	102,084	148,978	209,739	231,004	280,503	284,928	271,345	
Oklahoma	...	99,602	551,365	682,650	441,263	513,500	533,928	601,433	619,740	593,117	
Oregon	21,000	89,405	145,891	202,595	255,032	359,987	388,772	466,416	483,006	462,928	
Texas	63,504	659,592	1,098,989	1,308,028	1,354,167	1,915,612	2,068,158	2,520,207	2,615,623	2,633,585	
Utah	16,992	73,042	110,193	138,046	153,648	214,812	235,934	294,714	305,679	297,714	
Washington	5,000	115,104	262,829	344,731	400,867	569,176	609,035	723,398	781,870	781,865	
Wyoming	450	14,512	38,271	54,505	59,585	74,678	81,431	90,547	86,663	85,566	
Outlying Areas:											
American Samoa					4,001	5,012	45,462	7,299	...	7,999	
Canal Zone		2,774	7,003	9,523	12,118	11,937					

Table 20.—Percentage of total population enrolled in full-time public elementary and secondary day schools,
by State or other area: United States, 1870-71 to 1967-68

Region and State or other area	1870-71	1899-1900	1917-18	1929-30	1949-50	1957-58	1959-60	1965-66	1967-68	
	1	2	3	4	5	6	7	8	9	10
United States	19.1	20.5	19.8	20.9	16.6	19.7	20.1	22.1	22.2	
North Atlantic:										
Connecticut	20.8	17.0	19.0	19.9	13.5	19.3	18.8	20.9	21.1	
Delaware	15.8	20.0	17.1	17.8	14.4	16.6	18.1	21.5	22.3	
Maine	24.3	18.9	18.0	19.4	17.2	19.6	20.2	22.5	23.3	
Maryland	14.6	18.7	17.0	17.0	14.2	18.8	19.2	22.3	22.4	
Massachusetts	18.3	16.9	16.5	17.9	13.4	16.8	16.7	19.1	19.9	
New Hampshire	22.4	16.0	14.8	16.0	13.4	16.9	17.4	19.8	20.0	
New Jersey	18.3	17.1	18.3	19.6	13.9	17.1	17.3	19.5	19.7	
New York	23.2	16.6	15.7	17.0	13.4	16.5	16.9	17.5	18.4	
Pennsylvania	23.2	18.3	17.2	20.1	14.7	16.6	17.0	19.3	19.3	
Rhode Island	15.1	15.7	14.4	17.3	12.2	14.6	15.5	17.4	18.5	
Vermont	19.8	19.2	16.9	18.3	16.0	19.0	18.7	21.8	22.7	
District of Columbia	11.2	16.7	16.4	16.6	12.1	13.8	16.0	17.8	18.4	
Great Lakes and Plains:										
Illinois	26.0	19.9	17.2	18.3	13.2	17.1	17.7	20.0	20.3	
Indiana	26.3	22.4	19.8	20.6	17.5	20.7	21.2	24.0	23.6	
Iowa	28.2	25.4	23.8	22.4	18.1	20.6	24.7	22.7	23.2	
Kansas	22.3	26.5	21.6	22.9	18.1	21.8	22.0	22.6	22.8	
Michigan	24.0	20.9	20.9	20.0	16.7	19.5	20.8	23.7	23.7	
Minnesota	24.5	22.8	20.8	21.5	16.1	19.2	20.0	23.4	23.8	
Missouri	18.7	23.2	19.2	18.1	16.2	18.4	19.0	21.7	21.9	
Nebraska	16.6	27.0	23.1	23.6	17.0	18.6	20.0	22.5	22.6	
North Dakota	9.3	24.3	21.2	24.9	18.4	20.2	21.6	23.8	23.4	
Ohio	26.5	19.9	18.1	19.2	15.1	19.1	19.6	22.2	22.5	
South Dakota	—	24.6	18.8	23.9	17.9	20.3	22.6	25.2	25.0	
Wisconsin	24.6	21.5	17.6	19.2	14.3	17.6	17.7	20.7	22.0	
Southeast:										
Alabama	13.9	20.6	24.0	23.5	22.2	24.0	24.1	24.7	23.6	
Arkansas	13.7	24.0	26.0	24.6	21.3	23.7	23.7	23.3	22.9	
Florida	7.2	20.6	20.9	23.6	16.1	20.7	20.1	22.4	21.5	
Georgia	4.1	21.8	23.1	24.5	20.8	24.3	24.1	24.8	24.2	
Kentucky	13.2	23.3	22.1	22.5	19.0	20.1	20.8	21.5	21.5	
Louisiana	7.7	14.2	17.3	20.7	18.0	21.1	21.3	23.1	22.9	
Mississippi	13.7	24.9	27.0	29.6	24.1	24.8	26.0	26.3	24.9	
North Carolina	10.5	21.1	25.7	27.3	21.7	23.7	24.3	24.4	23.6	
South Carolina	9.1	21.0	23.8	27.0	23.3	24.7	25.6	25.9	24.5	
Tennessee	10.9	24.0	25.5	24.0	20.0	22.7	22.7	23.4	22.2	
Virginia	10.5	20.0	21.5	23.2	18.0	20.9	21.2	23.0	22.5	
West Virginia	16.9	24.2	22.0	22.9	21.8	23.7	24.7	24.2	23.0	
West and Southwest:										
Alaska	—	—	5.2	5.8	13.7	17.1	19.7	24.7	24.4	
Arizona	—	13.4	25.0	23.8	22.1	23.6	23.2	25.6	24.4	
California	15.6	18.2	19.3	18.8	17.7	20.4	20.4	23.0	23.5	
Colorado	9.3	21.8	19.8	23.2	20.1	22.0	22.4	26.2	25.3	
Hawaii	—	—	16.1	19.5	—	21.2	22.0	22.9	22.2	
Idaho	5.6	22.7	22.7	27.2	22.9	22.9	24.4	26.3	26.1	
Montana	7.5	16.2	25.1	22.4	19.2	20.4	21.5	24.6	24.6	
Nevada	7.0	15.8	12.7	19.8	22.6	22.1	23.3	27.0	25.7	
New Mexico	1.4	18.8	19.6	24.1	22.6	25.4	24.3	27.7	27.0	
Oklahoma	—	25.0	23.2	28.5	19.6	22.8	22.8	24.6	23.6	
Oregon	21.6	21.6	16.4	21.2	19.3	20.7	22.0	24.0	23.4	
Texas	7.3	21.6	23.9	22.5	17.5	20.9	21.6	23.8	24.2	
Utah	18.6	26.4	24.3	27.2	24.4	25.6	26.5	29.7	29.1	
Washington	18.6	22.2	15.8	22.1	19.3	20.9	21.3	24.3	24.4	
Wyoming	4.6	15.7	20.1	24.1	23.2	23.7	24.7	27.6	27.0	
Outlying Areas:										
American Samoa	—	—	—	—	—	—	27.2	26.6	27.6	
Canal Zone	—	—	8.9	18.0	21.1	—	26.2	27.3	24.8	
Guam	—	—	—	—	—	23.6	21.4	23.4	20.9	
Puerto Rico	—	—	11.4	14.3	22.8	24.7	24.4	24.3	24.3	
Trust Territory	—	—	—	—	—	—	—	22.9	27.0	
Virgin Islands	—	—	—	13.9	—	19.4	21.3	20.8	20.8	

NOTE.—See footnotes for table 19 and footnote 3, table 1.

Table 21.—Percentage of school-age population¹ enrolled in full-time public elementary and secondary day schools, by State or other area: United States, 1870-71 to 1967-68

Region and State or other area	1870-71	1899-1900	1917-18 ²	1929-30	1949-50	1957-58	1959-60	1965-66	1967-68
1	2	3	4	5	6	7	8	9	10
United States ³	61.5	72.4	75.3	81.3	81.6	83.5	82.2	85.7	86.7
North Atlantic:									
Connecticut	80.8	74.5	82.7	79.3	79.1	88.6	81.9	84.6	85.8
Delaware	50.0	75.3	69.2	73.5	75.4	73.5	75.1	80.0	85.2
Maine	87.4	81.4	78.6	78.9	82.3	82.5	81.3	87.7	90.6
Maryland	46.7	67.0	64.8	68.9	72.0	78.5	77.5	84.2	87.4
Massachusetts	72.3	76.2	73.7	76.0	75.1	79.3	74.2	79.3	81.9
New Hampshire	91.3	74.0	66.7	68.0	70.6	74.6	73.3	78.2	81.7
New Jersey	63.2	68.5	76.1	80.4	80.2	79.3	76.8	80.4	84.5
New York	83.0	69.6	68.8	76.7	75.1	79.1	77.6	75.3	77.9
Pennsylvania	76.4	68.9	69.1	76.0	74.2	74.9	73.4	78.5	80.2
Rhode Island	59.2	66.8	62.3	69.9	70.1	69.1	69.6	72.8	80.6
Vermont	—	82.2	72.8	75.3	77.2	77.8	74.0	83.8	84.5
District of Columbia	41.6	76.8	82.6	91.9	84.2	77.9	86.5	82.7	83.6
Great Lakes and Plains:									
Illinois	81.0	72.7	70.0	78.9	73.7	77.5	77.4	79.7	79.2
Indiana	78.6	81.1	79.1	85.2	87.4	87.1	85.5	90.7	88.1
Iowa	84.4	89.1	91.0	90.2	89.7	87.5	87.9	87.4	93.3
Kansas	74.2	89.2	81.8	90.5	91.3	94.0	91.1	87.0	91.9
Michigan	79.7	77.1	85.1	81.2	80.4	80.4	81.7	85.8	86.8
Minnesota	75.9	77.6	76.9	84.0	78.8	79.4	78.6	85.9	88.2
Missouri	56.0	78.6	73.8	76.3	86.3	83.3	82.6	88.0	89.2
Nebraska	58.8	89.5	85.3	90.9	85.4	80.7	83.2	87.5	88.7
North Dakota	39.3	81.3	75.5	83.0	78.2	76.9	79.5	85.2	87.0
Ohio	84.0	75.4	76.4	79.9	82.4	82.6	80.5	83.4	83.7
South Dakota	(+)	79.5	68.0	84.7	81.4	83.2	85.8	91.5	94.6
Wisconsin	72.9	72.5	64.1	75.8	71.1	74.1	71.0	77.8	82.3
Southeast:									
Alabama	40.4	61.7	75.4	76.2	86.8	87.4	87.5	89.5	89.1
Arkansas	40.3	71.0	82.0	81.5	85.1	88.4	89.4	90.0	89.2
Florida	21.2	66.6	72.9	91.5	81.5	93.7	87.1	91.5	92.7
Georgia	11.9	65.3	72.5	79.7	85.0	90.2	89.4	91.6	92.0
Kentucky	—	75.3	75.4	78.1	78.1	76.2	79.2	81.3	83.7
Louisiana	24.8	43.6	55.1	71.7	75.3	79.1	77.7	81.0	81.9
Mississippi	40.6	73.3	83.0	97.1	91.2	87.7	90.4	91.0	88.8
North Carolina	31.2	63.6	80.0	84.1	84.9	88.5	88.6	90.6	88.4
South Carolina	27.3	60.7	71.2	86.2	85.9	85.5	87.5	90.4	89.3
Tennessee	32.0	75.1	84.8	83.5	84.7	88.4	88.0	90.4	89.5
Virginia	32.3	63.2	70.9	78.6	79.7	84.6	83.6	88.1	88.9
West Virginia	49.5	78.6	76.1	76.0	87.2	87.9	91.0	91.6	91.8
West and Southwest:									
Alaska	—	—	13.5	—	60.9	85.7	81.3	85.7	81.7
Arizona	—	51.9	102.0	88.6	76.8	92.9	86.4	91.6	92.2
California	63.6	79.6	99.4	93.8	93.8	91.5	86.4	91.2	91.9
Colorado	42.3	88.2	84.6	92.2	83.3	91.5	89.5	97.5	98.2
Hawaii	—	—	22.2	64.0	76.9	85.0	82.0	82.2	79.0
Idaho	46.1	79.2	86.0	95.1	86.5	89.0	87.7	92.9	92.5
Montana	70.2	72.8	116.6	85.3	84.1	81.5	81.8	88.7	90.8
Nevada	54.0	74.1	77.1	94.9	83.3	98.3	99.9	(⁵)	(⁵)
New Mexico	4.4	61.4	67.6	80.2	83.2	90.1	84.6	91.5	91.6
Oklahoma	—	79.8	75.6	98.2	86.5	94.0	93.3	99.3	99.4
Oregon	67.7	82.1	74.8	94.6	86.1	87.2	87.3	93.2	94.9
Texas	21.0	64.7	76.2	80.4	82.4	82.5	83.5	87.9	87.9
Utah	53.4	81.0	83.6	89.8	89.5	92.3	92.2	98.0	97.8
Washington	69.0	87.9	72.2	96.6	88.5	88.4	85.6	93.4	92.8
Wyoming	45.3	65.7	97.4	94.3	95.2	92.6	93.7	(⁵)	97.8
Outlying Areas:									
American Samoa	—	—	—	—	—	—	70.8	77.8	—
Canal Zone	—	—	—	80.2	—	—	99.1	(⁵)	(⁵)
Guam	—	—	—	—	81.8	72.2	77.9	72.0	87.2
Puerto Rico	—	—	28.9	41.7	57.1	76.0	70.8	77.0	89.8
Trust Territory	—	—	—	—	—	—	—	65.6	—
Virgin Islands	—	—	—	56.7	62.5	60.0	69.7	—	78.6

¹ Number of children 5 to 17 years of age, inclusive.

² School-age population includes children 5 to 18 years of age.

³ See footnote 3, table 1.

⁴ Included with North Dakota.

⁵ Exceeds 100 percent; see footnote 3, table 17.

Table 22.—Enrollment, membership, and attendance in full-time public elementary and secondary day schools,
by State or other area: United States, 1967-68

Region and State or other area	Enrollment ¹	Average daily membership	Aggregate days membership (thousands)	Average daily attendance	Aggregate days attendance (thousands)	Average length of term in days (col. 6 ÷ col. 5)	Average daily attendance as percent of average daily membership	Average daily attendance as percent of enroll- ment	Average number of days attended per pupil enrolled (col. 6 ÷ col. 2)
1	2	3	4	5	6	7	8	9	10
United States	44,742,341	² 43,269,300	² 7,736,300	40,827,965	² 7,300,330	178.8	² 94.4	91.3	163.2
North Atlantic	10,585,976	10,320,600	1,863,300	9,542,721	1,725,231	180.8	92.5	90.2	163.0
Connecticut	628,252	621,563	111,881	576,170	103,711	180.0	92.7	91.7	165.1
Delaware	121,153	116,423	20,945	109,727	19,751	180.0	94.2	90.6	163.2
Maine	230,392	227,323	41,174	215,363	39,019	181.2	94.7	93.5	169.6
Maryland	856,518	824,371	148,676	749,016	137,259	183.3	90.9	87.4	160.2
Massachusetts	1,092,951	1,074,655	194,513	988,683	178,951	181.0	92.0	90.5	163.7
New Hampshire	143,342	135,641	24,402	127,922	23,012	179.9	94.3	89.2	160.9
New Jersey	³ 1,452,457	³ 1,370,829	248,257	³ 1,266,524	229,367	⁴ 181.1	92.4	87.2	157.9
New York	⁵ 3,325,477	3,287,239	⁶ 591,703	3,019,295	⁶ 543,473	⁷ 180.0	91.8	90.8	163.5
Pennsylvania	2,310,486	2,260,032	410,556	2,125,071	385,942	181.6	94.0	92.0	167.1
Rhode Island	173,976	165,472	29,785	148,019	26,643	180.0	89.5	85.1	153.1
Vermont	92,528	90,888	15,614	85,461	14,682	171.8	94.0	92.4	157.9
District of Columbia .	^s ⁸ 158.44	146,143	25,838	132,470	23,421	176.8	90.6	83.6	148.2
Great Lakes and Plains .	12,586,200	² 12,082,700	² 2,159,200	11,398,781	2,036,681	178.7	² 94.3	90.6	161.8
Illinois	⁵ 2,215,328	2,133,258	377,587	2,015,683	356,776	177.0	94.5	91.0	161.0
Indiana	⁵ 1,181,440	1,166,770	206,518	1,058,909	187,427	⁴ 177.0	90.8	89.7	158.7
Iowa	677,623	643,534	115,579	617,833	110,963	179.6	96.0	91.2	163.7
Kansas	554,488	NA	NA	474,352	84,719	178.6	NA	85.5	152.9
Michigan	⁵ 2,079,704	NA	NA	1,913,328	344,399	180.0	NA	92.0	165.6
Minnesota	886,171	861,409	153,131	800,267	142,287	177.8	92.9	90.3	160.6
Missouri	1,031,010	NA	NA	871,444	154,681	⁴ 177.5	NA	84.5	150.0
Nebraska	336,034	323,422	57,837	311,378	55,644	178.7	96.3	92.7	165.6
North Dakota	153,513	146,588	26,529	144,787	25,656	181.0	96.7	92.4	166.6
Ohio	⁵ 2,358,900	2,338,148	420,316	2,207,276	396,774	179.8	94.4	93.6	168.3
South Dakota	175,654	166,781	29,770	160,219	28,600	178.5	96.1	91.2	162.5
Wisconsin	936,335	869,418	156,144	826,305	148,755	180.0	95.0	88.2	158.9
Southeast	10,241,340	² 9,809,500	² 1,750,100	9,254,227	1,650,754	178.4	² 94.3	90.4	161.2
Alabama	860,295	827,939	145,167	787,714	138,191	175.4	95.1	91.6	160.6
Arkansas	454,874	433,972	76,122	412,782	72,406	175.4	95.1	90.7	159.1
Florida	1,393,753	1,298,025	233,644	1,216,957	219,053	180.0	93.8	87.3	157.1
Georgia	1,121,998	1,076,936	193,848	998,781	179,781	180.0	92.7	89.0	160.2
Kentucky	701,613	674,964	117,163	635,403	110,297	173.6	94.1	90.6	157.1
Louisiana	863,038	831,751	148,112	773,942	137,804	178.0	93.0	89.7	159.7
Mississippi	599,891	576,065	101,862	539,615	95,439	177.0	93.7	90.0	159.1
North Carolina	⁵ 1,193,267	NA	NA	1,115,298	⁶ 200,754	⁴ 180.0	NA	93.5	168.2
South Carolina	⁵ 665,983	642,134	1,156	604,928	108,887	180.0	94.2	90.8	163.5
Tennessee	906,937	870,747	153,216	830,568	146,161	176.0	95.4	91.6	161.1
Virginia	1,053,358	1,009,058	182,353	949,854	171,657	180.7	94.1	90.2	163.0
West Virginia	426,333	410,145	74,246	388,385	70,324	181.1	94.7	91.1	165.1
West and Southwest . . .	11,328,825	² 11,056,500	² 1,963,700	10,631,236	1,887,664	177.6	² 96.2	93.8	166.6
Alaska	67,203	66,716	11,959	63,923	11,290	176.6	95.8	95.1	168.5
Arizona	424,998	380,379	66,566	366,415	64,123	175.0	96.3	86.2	⁹ 150.9
California	⁵ 4,466,266	4,533,000	806,909	⁹ 4,454,359	⁹ 792,876	178.0	⁹ 98.3	⁹ 99.7	⁹ 177.5
Colorado	536,073	507,048	91,065	478,168	85,883	179.6	94.3	89.2	160.2
Hawaii	169,430	169,162	29,879	158,111	28,051	177.4	93.5	93.3	166.0
Idaho	184,458	NA	NA	168,255	30,454	181.0	NA	91.2	165.5
Montana	177,848	173,297	31,297	160,659	29,026	180.7	92.7	90.3	163.1
Nevada	125,040	111,117	19,957	104,422	18,759	179.6	94.0	83.5	150.1
New Mexico	284,928	267,229	48,101	252,759	45,497	180.0	94.6	88.7	159.6
Oklahoma	619,740	580,137	102,104	559,350	98,446	176.0	96.4	90.3	158.8
Oregon	483,006	452,294	80,599	425,047	75,743	178.2	94.0	88.0	156.8
Texas	⁵ 2,615,623	2,495,203	436,669	2,340,637	409,629	175.0	93.8	89.5	156.6
Utah	305,679	294,873	53,423	282,215	50,842	180.2	95.7	92.3	166.2
Washington	⁵ 781,870	NA	736,554	132,580	180.0	NA	94.2	169.5	
Wyoming	86,663	84,141	15,145	80,362	14,465	180.0	95.5	92.7	166.3
Outlying Areas:									
Canal Zone	15,471	14,078	2,785	13,545	2,534	187.0	96.2	87.6	168.9
Guam	20,920	19,115	3,381	17,833	3,155	176.9	93.3	85.2	150.2
Puerto Rico	670,187	639,764	117,422	604,206	110,411	182.7	94.4	90.2	164.7
Virgin Islands ³ . . .	11,497	11,451	--	10,468	--	--	91.4	91.0	--

¹ Figures for a given State include pupils who enrolled for the first time in the United States during the school year and pupils who were previously enrolled in other States.

² Includes estimates for the nonreporting States.

³ Data from published annual State report.

⁴ Data for 1965-66 school year.

⁵ Enrollment not cumulative but as of a specific date.

Table 23.—Average daily attendance in full-time public elementary and secondary day schools, by State or other area: United States, 1870-71 to 1967-68

[In thousands]

Region and State or other area	1870-71 ¹	1899-1900	1917-18	1929-30	1949-50	1957-58	1959-60	1965-66	1967-68
1	2	3	4	5	6	7	8	9	10
United States ²	4,545	10,633	15,549	21,265	22,284	29,722	32,477	39,154	40,828
North Atlantic	1,706	2,831	4,185	5,845	5,271	6,965	7,592	9,100	9,543
Connecticut	63	112	191	274	245	384	425	543	576
Delaware	13	25	25	36	41	365	373	99	110
Maine	100	98	114	138	145	169	182	208	215
Maryland	56	134	162	236	299	479	534	704	749
Massachusetts	202	366	518	676	560	733	793	941	989
New Hampshire	48	47	53	66	66	87	96	120	128
New Jersey	87	208	424	663	583	842	942	1,187	1,267
New York	494	857	1,300	1,866	1,700	2,262	2,464	2,907	3,019
Pennsylvania	567	855	1,228	1,661	1,408	1,678	1,789	2,043	2,125
Rhode Island	22	47	72	103	84	108	118	138	148
Vermont	44	47	50	58	56	62	70	80	85
District of Columbia	10	35	48	68	84	96	106	130	132
Great Lakes and Plains	1,912	4,081	5,200	6,669	6,292	8,385	9,020	10,881	11,397
Illinois	342	738	962	1,204	1,032	1,414	1,514	1,905	2,016
Indiana	295	430	523	596	589	781	863	1,028	1,059
Iowa	212	373	396	465	418	506	538	595	618
Kansas	53	262	288	365	301	399	3441	463	474
Michigan	193	355	523	845	987	1,373	1,458	1,793	1,913
Minnesota	51	243	374	457	434	578	627	770	800
Missouri	187	460	506	576	558	653	705	821	871
Nebraska	14	182	214	259	204	243	260	302	311
North Dakota	1	44	119	149	103	118	126	140	142
Ohio	432	616	849	1,141	1,110	1,585	1,734	2,136	2,207
South Dakota	(⁶)	¹ 68	90	139	106	129	138	159	160
Wisconsin	132	¹ 310	356	473	450	606	616	769	826
Southeast	783	2,661	3,760	5,135	6,093	7,368	7,893	9,042	9,255
Alabama	108	298	342	474	595	670	709	787	788
Arkansas	47	195	300	331	355	361	373	409	413
Florida	11	75	137	267	415	743	871	1,150	1,217
Georgia	31	298	461	538	620	771	821	967	999
Kentucky	121	310	315	433	484	544	567	619	635
Louisiana	40	146	233	350	421	567	619	738	774
Mississippi	90	225	346	436	472	444	486	536	540
North Carolina	73	207	415	673	798	950	1,003	1,102	1,115
South Carolina	45	201	256	348	414	498	531	593	605
Tennessee	89	339	406	482	583	695	736	824	831
Virginia	77	216	326	453	537	706	756	916	950
West Virginia	51	151	223	350	399	419	421	401	388
West and Southwest	144	1,058	2,442	3,689	4,727	7,157	7,972	10,134	10,630
Alaska	--	--	3	3	11	31	38	55	64
Arizona	--	10	41	76	127	218	258	347	366
California ⁷	64	197	430	909	1,624	2,767	3,155	4,206	4,454
Colorado	3	73	138	191	210	307	345	454	478
Hawaii	--	--	34	69	85	122	131	152	158
Idaho	1	22	75	98	111	138	147	165	168
Montana	1	¹ 26	90	105	94	124	132	154	161
Nevada	2	5	10	15	25	48	55	98	104
New Mexico	1	22	56	76	121	180	202	248	253
Oklahoma	--	64	334	470	394	461	486	546	559
Oregon	15	64	131	155	229	315	345	414	425
Texas	41	439	788	1,074	1,157	1,660	1,822	2,262	2,341
Utah	13	51	86	121	142	195	216	272	282
Washington	3	75	195	279	357	527	569	679	737
Wyoming	(⁸)	¹ 10	31	48	49	64	71	82	80
Outlying Areas:									
American Samoa	--	--	--	--	--	--	--	7	--
Canal Zone	--	--	2	6	8	10	10	13	14
Guam	--	--	--	4	--	12	13	16	18
Puerto Rico	--	--	106	193	369	491	512	573	604
Virgin Islands	--	--	--	3	5	6	6	9	10

¹ Estimated by Office of Education.

² Data are for States in the Union as of the years reported.

³ Includes estimate for kindergarten.

⁴ Data not entirely comparable to ADA reported in former years because formerly semiprivate schools have been designated as public schools by the State department of education.

⁵ Excludes vocational schools not operated as a part of the regular public school system.

⁶ Included with North Dakota.

⁷ Includes excused absences.

⁸ Fewer than 500.

NOTE.—U.S. totals are the sums of unrounded figures; regional totals are the sums of rounded figures.

Table 24.—Public high school graduates and high school equivalency certificates issued,
by State or other area: United States, 1967-68

Region and State or other area	Public high school graduates from—					Persons granted high school equivalency certificates	
	Day schools ¹			Other programs ²			
	Total	Boys	Girls				
1	2	3	4	5	6		
United States	2,394,535	1,193,425	1,201,110	³ 42,746	³ 96,509		
North Atlantic	583,398	291,363	292,035	³ 8,762	³ 32,699		
Connecticut	31,274	⁴ 15,447	⁴ 15,827	⁵ 2,073	2,334		
Delaware	6,121	3,041	3,080	157	—		
Maine	12,014	5,881	6,133	95	1,477		
Maryland	42,637	21,099	21,538	900	466		
Massachusetts	59,830	28,244	31,586	⁵ 3,243	978		
New Hampshire	7,586	3,773	3,813	—	709		
New Jersey	82,182	42,720	39,462	—	—		
New York	182,000	90,000	92,000	2,000	16,000		
Pennsylvania	139,775	71,697	68,078	—	9,146		
Rhode Island	8,689	4,190	4,499	000	1,276		
Vermont	6,268	3,121	3,147	—	—		
District of Columbia	5,022	2,150	2,872	294	313		
Great Lakes and Plains	698,184	350,967	347,217	³ 5,701	³ 8,682		
Illinois	114,853	56,560	58,293	—	—		
Indiana	64,433	32,654	31,779	1,184	—		
Iowa	40,471	20,385	20,086	562	2,377		
Kansas	31,093	15,831	15,262	—	2,523		
Michigan	109,358	54,480	54,878	—	—		
Minnesota	55,286	28,045	27,241	—	2,180		
Missouri	51,951	26,323	25,628	—	—		
Nebraska	20,071	10,158	9,913	—	183		
North Dakota	9,568	4,771	4,797	—	438		
Ohio	128,930	65,285	63,645	3,955	201		
South Dakota	11,797	5,987	5,810	—	780		
Wisconsin	60,373	30,453	29,885	—	—		
Southeast	515,177	251,144	264,033	³ 8,004	³ 39,008		
Alabama	44,099	21,396	22,703	—	4,573		
Arkansas	24,574	12,678	11,896	—	1,410		
Florida	64,214	32,056	32,158	5,047	5,420		
Georgia	53,370	25,913	27,457	—	4,960		
Kentucky	35,426	17,245	18,181	—	—		
Louisiana	41,797	20,095	21,702	749	4,554		
Mississippi	28,225	13,609	14,616	—	2,929		
North Carolina	63,894	30,895	32,999	—	3,168		
South Carolina	33,667	16,236	17,431	2,208	1,522		
Tennessee	45,822	22,213	23,609	—	2,622		
Virginia	53,990	25,823	28,167	—	2,868		
West Virginia	26,099	12,985	13,114	—	4,982		
West and Southwest	597,776	299,951	297,825	³ 20,279	³ 16,120		
Alaska	2,705	1,361	1,344	—	252		
Arizona	19,654	9,824	9,830	56	1,465		
California	236,735	117,761	118,974	19,501	—		
Colorado	27,889	14,125	13,764	—	2,371		
Hawaii	9,430	4,630	4,800	—	661		
Idaho	11,451	5,847	5,604	—	225		
Montana	10,542	5,299	5,243	—	871		
Nevada	4,853	2,514	2,339	—	—		
New Mexico	14,876	7,530	7,346	218	⁶ 2,533		
Oklahoma	34,645	17,833	16,812	—	1,246		
Oregon	29,322	14,770	14,552	119	2,453		
Texas	127,492	63,608	63,884	—	—		
Utah	16,599	8,430	8,169	385	—		
Washington	46,490	23,790	22,700	—	3,448		
Wyoming	5,093	2,629	2,464	—	595		
Outlying Areas:							
American Samoa	266	153	113	—	20		
Canal Zone	781	443	338	—	45		
DOD Overseas Schools	3,903	(7)	(7)	—	—		
Guam	938	411	527	—	—		
Puerto Rico	23,382	10,212	13,170	237	1,999		
Trust Territory	411	302	109	—	—		

¹ Data from Fall 1968 Statistics of Public Schools (OE 20007-68).

² Includes evening, adult, and other programs.

³ Total for States reporting.

⁴ Distribution by sex estimated by Office of Education.

⁵ Includes vocational schools.

⁶ Data are for calendar year 1967.

⁷ Distribution by sex not available.

Table 25.—Pupil transportation service data, by State or other area: United States, 1967-68

Region and State or other area	Average daily attendance of pupils transported at public expense					School bus accidents in which children were killed or fatally injured	Total number of vehicles							
	Public school pupils		Number of pupils for whom subsistence was paid in lieu of transportation	Non- public school pupils trans- ported	Percent of total average daily attendance		Publicly owned			Privately owned			Jointly owned	
	Number transported	Percent of total average daily attendance					Number of accidents	Pupils killed	Large buses	Other vehi- cles	Large buses	Other vehi- cles	Large buses	Other vehi- cles
1	2	3	4	5	6	7	8	9	10	11	12	13		
United States ¹	17,130,873	42.0	548,416	53,930	36	52	147,839	9,310	52,585	9,413	881	67		
North Atlantic	4,487,990	47.0	178,767	34,370	5	9	18,577	2,127	24,689	6,215	---	---		
Connecticut	315,751	54.8	15,459	---	---	---	2,183	320	226	42	---	---		
Delaware	55,002	50.1	---	176	1	1	32	6	713	---	---	---		
Maine	130,519	60.6	7,037	38	---	---	812	14	551	92	---	---		
Maryland	362,270	48.4	5,882	25	---	---	1,484	40	2,299	73	---	---		
Massachusetts	413,000	41.8	42,200	34,091	3	3	398	55	3,691	616	---	---		
New Hampshire	65,875	51.5	7,235	---	---	---	150	1	683	178	---	---		
New Jersey ²	395,737	33.3	(³)	---	1	---	1,486	202	3,138	1,254	---	---		
New York	1,485,025	49.2	(³)	---	---	5	8,296	1,138	4,890	2,414	---	---		
Pennsylvania	1,145,866	53.9	88,299	2	---	---	3,215	251	7,734	1,323	---	---		
Rhode Island	68,872	46.5	11,901	38	---	---	99	42	467	62	---	---		
Vermont	48,070	56.2	754	---	---	---	399	22	297	161	---	---		
District of Columbia	2,003	1.5	---	---	---	---	23	36	---	---	---	---		
Great Lakes and Plains	4,863,556	42.7	304,345	15,156	14	21	50,198	1,917	17,673	1,604	632	63		
Illinois	617,984	30.7	41,976	---	---	---	5,530	223	2,321	369	---	---		
Indiana	524,698	49.6	24,091	---	2	3	3,357	--	2,826	51	625	26		
Iowa	269,706	43.7	---	6,225	1	1	5,764	379	139	96	---	---		
Kansas	145,777	30.7	3,930	4,057	---	---	3,209	--	722	---	---	---		
Michigan	700,011	36.6	45,869	7	9	9	8,868	117	63	---	---	---		
Minnesota	398,616	49.8	---	69	---	---	3,673	294	3,488	265	7	37		
Missouri	525,252	60.4	---	---	---	3	4,131	94	2,207	121	---	---		
Nebraska	59,047	19.0	---	---	1	4	1,580	670	157	102	---	---		
North Dakota	59,461	41.9	---	2,654	---	---	1,239	--	487	128	---	---		
Ohio	1,131,560	51.3	130,539	---	---	---	4 ¹⁰ ,134	(⁴)	5 ⁶ 08	(⁵)	---	---		
South Dakota	38,085	23.8	---	2,135	---	---	874	38	326	65	---	---		
Wisconsin	392,359	47.5	57,940	9	1	1	1,839	102	4,329	407	---	---		
Southeast	4,855,105	52.5	61,120	2,413	13	16	54,763	3,734	6,465	1,113	178	---		
Alabama	397,754	50.5	---	4	7	5,257	481	179	21	2	---	---		
Arkansas	210,266	50.9	---	14	---	3,467	665	159	---	---	---	---		
Florida	369,240	30.3	---	61	---	3,684	244	194	133	---	---	---		
Georgia	517,517	51.8	---	562	2	2	4,773	31	256	70	104	---		
Kentucky	389,019	61.2	18,762	---	---	3,957	70	662	410	---	---	---		
Louisiana	462,241	59.7	42,358	---	1	1	1,750	12	3,903	184	72	---		
Mississippi	312,956	58.0	---	---	1	1	5,269	417	17	9	---	---		
North Carolina ²	592,318	53.1	---	9	3	3	9,108	664	---	---	---	---		
South Carolina	352,064	58.2	---	---	---	---	5,555	413	---	---	---	---		
Tennessee	422,744	50.9	---	---	---	---	3,379	363	1,040	241	---	---		
Virginia	573,207	60.3	---	414	---	---	6,313	374	55	---	---	---		
West Virginia	255,779	65.9	---	1,353	2	2	2,251	--	45	---	---	---		
West and Southwest	2,924,222	27.5	4,184	1,991	4	6	24,301	1,532	3,758	481	71	4		
Alaska	23,072	36.1	---	---	---	---	71	--	6 ²⁰⁸	17	---	---		
Arizona	118,891	32.4	---	106	---	---	1,133	723	33	13	11	4		
California	7,936,000	21.0	---	---	---	---	---	---	---	---	---	---		
Colorado	156,197	32.7	---	124	1	1	8 ^{2,652}	⁸ 271	---	---	---	---		
Hawaii	23,812	15.1	275	50	---	---	11	--	196	70	---	---		
Idaho	85,629	50.9	---	831	2	2	4 ^{1,039}	(⁴)	360	(⁵)	---	---		
Montana	50,098	31.2	---	576	---	---	596	15	644	46	---	---		
Nevada	36,047	34.5	---	183	---	---	313	55	43	---	---	---		
New Mexico	109,708	43.4	---	---	1	1	203	10	1,240	184	---	---		
Oklahoma	203,161	36.3	---	---	---	---	3,452	20	53	8	60	---		
Oregon	227,230	53.5	3,909	---	---	---	2,083	345	500	---	---	---		
Texas	491,855	21.0	---	---	2	7,755	--	109	---	---	---	---		
Utah	85,563	30.3	---	121	---	---	780	54	59	24	---	---		
Washington	351,757	47.8	---	---	---	---	3,633	39	37	119	---	---		
Wyoming	25,202	31.4	---	---	---	---	580	--	276	---	---	---		
Outlying Areas:														
Canal Zone	7,650	56.5	---	---	---	---	---	---	---	---	---	---	---	
Guam	11,877	66.6	2,663	---	---	---	136	---	---	---	---	---	---	
Puerto Rico	99,461	16.5	---	---	---	---	143	---	317	1,080	---	---	---	
Trust Territory	571	---	464	---	---	---	---	---	7	---	---	---	---	
Virgin Islands ³	3,594	34.3	---	---	---	---	---	---	---	---	---	---	---	

¹ Totals are for States reporting this information.² Data for 1965-66 school year.³ Data for column 4 included in column 2.⁴ Data for column 9 included in column 8.⁵ Data for column 11 included in column 10.⁶ Includes one boat.⁷ Estimated by Office of Education.⁸ Includes vehicles operated by contractor.⁹ Data from published annual Territory report.

Table 26.—Selected data on school lunch programs in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68

Region and State or other area	Average number of pupils served lunch per day in organized school lunch programs ¹		Number of school plants pro- viding a school lunch pro- gram for 6 months or more	Expenditures for food services	
	Number of pupils	Percent of total aver- age daily attendance		Amount (thousands)	As percent of current expendi- tures ²
1	2	3	4	5	6
United States	19,913,654	48.8	68,272	\$674,215	2.5
North Atlantic	3,614,403	37.9	13,261	162,486	2.0
Connecticut	185,966	32.3	760	8,703	2.0
Delaware	53,524	48.8	169	1,428	1.8
Maine	90,125	41.8	613	3,040	2.7
Maryland	278,613	37.2	1,004	10,024	1.9
Massachusetts	491,532	49.7	1,345	24,531	3.4
New Hampshire	58,102	45.4	337	2,121	2.8
New Jersey	³ 290,256	22.9	³ 1,186	12,829	1.3
New York	1,317,000	43.6	3,958	68,271	2.1
Pennsylvania	742,479	34.9	3,282	24,808	1.7
Rhode Island	38,500	26.0	211	2,214	2.1
Vermont	33,841	39.6	232	915	1.6
District of Columbia	34,465	26.0	164	⁴ 3,602	3.2
Great Lakes and Plains	5,649,666	49.6	21,040	146,129	1.9
Illinois	⁵ 1,522,679	75.5	3,129	21,944	1.5
Indiana	548,225	51.8	2,244	17,251	2.5
Iowa	329,410	53.3	1,366	11,624	2.8
Kansas	237,116	50.0	1,524	8,783	2.9
Michigan	543,273	28.4	2,240	17,755	1.3
Minnesota	490,000	61.2	1,465	12,255	2.1
Missouri	502,809	57.7	2,927	12,059	2.4
Nebraska	140,491	45.1	661	5,164	2.9
North Dakota	84,205	59.4	475	2,306	2.8
Ohio	846,116	38.3	2,765	22,865	1.7
South Dakota	63,949	39.9	367	2,474	2.8
Wisconsin	341,323	41.3	1,877	11,649	2.0
Southeast	6,255,129	67.6	18,300	220,552	4.7
Alabama	539,700	68.5	1,498	18,140	5.2
Arkansas	261,095	63.3	962	16,065	7.8
Florida	843,754	69.3	1,825	23,455	3.4
Georgia	734,157	73.5	1,909	21,638	4.2
Kentucky	538,261	84.7	1,609	12,802	4.3
Louisiana	584,407	75.5	1,472	28,835	6.4
Mississippi	358,754	60.5	1,037	12,177	6.1
North Carolina	⁶ 736,784	66.1	⁶ 2,004	4.8	
South Carolina	457,000	75.5	1,195	18,414	6.5
Tennessee	486,835	58.6	1,681	18,847	4.9
Virginia	526,666	55.4	1,763	17,924	3.4
West Virginia	187,710	48.3	1,345	6,719	3.4
West and Southwest	4,394,462	41.3	15,671	144,948	2.2
Alaska	22,355	35.0	149	860	1.4
Arizona	152,585	41.6	499	6,490	2.8
California	1,572,600	35.3	³ 4,107	43,436	1.4
Colorado	204,359	42.7	975	6,389	2.2
Hawaii	124,322	78.6	199	5,092	4.9
Idaho	75,960	45.1	458	2,116	2.4
Montana	52,580	32.7	276	2,374	2.3
Nevada	19,612	18.8	109	783	1.1
New Mexico	123,917	49.0	590	3.1	
Oklahoma	345,438	61.8	1,425	10,519	3.7
Oregon	184,720	43.5	1,020	6,070	2.0
Texas	1,068,304	45.6	3,753	40,282	3.1
Utah	148,059	52.5	479	6,267	4.1
Washington	268,120	36.4	1,420	8,497	1.7
Wyoming	31,531	39.2	212	1,032	1.9
OUTLYING AREAS:					
American Samoa ³	5,845	...	26	...	...
Canal Zone	---	---	2	---	---
Guam	7,735	43.4	27	390	2.7
Puerto Rico	311,864	51.6	2,412	25,016	15.7
Trust Territory	1,609	---	152	---	---
Virgin Islands ⁸	⁹ 11,122	(¹⁰)	35	---	---

¹ Computed by dividing the total number of pupils served by the number of days the lunch program was in operation. Does not include pupils served only milk or other beverage.

⁵ Abnormal increase due to changes in State legislation.

⁶ Data for 1965-66 school year.

⁷ Data from *Current Expenditures by Local Educational Agencies, 1967-68* (OE-22026-68) and U.S. Department of Agriculture reports.

⁸ Data from published annual Territory report and the U.S. Department of Agriculture.

⁹ Includes nonpublic pupils.

¹⁰ Exceeds 100 percent. See footnote 9 above.

² Represents net expenditure from Federal, State, and local funds expended to cover deficit of school lunch and school milk programs, divided by current expenditures for elementary and secondary day schools (table 32).

³ Data from U.S. Department of Agriculture reports.

⁴ Data have been supplemented by reference to reports of the U.S. Department of Agriculture.

Table 27.—Students and employed personnel in public summer elementary and secondary day schools,
by State or other area: United States, summer 1967¹

Region and State or other area	Enrollment			Number of teachers		
	Total	Elementary	Secondary	Total	Elementary	Secondary
1	2	3	4	5	6	7
Total for States Reporting	3,183,402	1,517,928	1,665,474	110,637	NA	NA
North Atlantic	677,990	204,564	473,426	10,429	5,130	5,299
Connecticut	12,845	10,813	2,032	924	835	89
Delaware	6,500	5,000	1,500	275	200	75
Maryland	98,452	49,467	48,985	179	94	85
Massachusetts	² 51,000	27,000	24,000	3,788	2,455	1,333
New Jersey	62,231	³ 19,914	³ 42,317	NA	NA	NA
New York	339,671	61,000	278,671	NA	NA	NA
Pennsylvania	88,254	25,008	63,246	4,412	1,250	3,162
Rhode Island	4,200	1,474	2,726	305	125	180
Vermont	1,900	939	961	86	31	55
District of Columbia	12,937	3,949	8,988	460	140	320
Great Lakes and Plains	895,439	486,933	408,506	33,413	13,082	20,331
Illinois	155,250	90,473	64,777	NA	NA	NA
Indiana	130,506	104,320	26,186	17,404	4,364	13,040
Kansas	47,217	27,081	20,136	1,720	1,072	648
Michigan	149,509	58,485	91,024	6,323	3,416	2,907
Minnesota	80,046	46,128	33,918	4,363	2,433	1,930
Nebraska	43,127	28,552	14,575	1,514	1,044	470
Ohio	169,375	55,675	113,700	2,089	753	1,336
Wisconsin	120,409	³ 76,219	³ 44,190	NA	NA	NA
Southeast	412,622	203,657	208,965	19,663	10,604	9,059
Florida	42,903	5,223	37,680	1,896	160	1,736
Kentucky	48,015	38,741	9,274	2,800	2,228	572
Louisiana	26,794	10,258	16,536	1,265	617	648
Mississippi	68,281	49,021	19,260	3,148	2,185	963
South Carolina	48,809	23,578	25,231	1,651	1,129	522
Tennessee	63,171	24,096	39,075	2,836	1,318	1,518
Virginia	88,097	37,255	50,842	4,447	1,977	2,470
West Virginia	26,552	15,485	11,067	1,620	990	630
West and Southwest	1,197,351	622,774	574,577	47,132	NA	NA
Alaska	1,217	1,217	---	6 ¹	61	---
Arizona	38,454	24,747	13,707	1,448	1,081	367
California ²	918,000	500,000	418,000	30,700	16,700	14,000
Hawaii	16,695	5,386	11,309	695	225	470
Idaho	9,269	³ 4,783	³ 4,486	406	NA	NA
Nevada	6,426	3,852	2,574	357	214	143
New Mexico	16,284	6,198	10,086	658	326	332
Oklahoma	23,138	9,014	14,124	1,015	443	572
Oregon	8,519	5,759	2,760	363	220	143
Texas	110,768	33,060	77,708	9,877	6,278	3,599
Utah	48,581	28,758	19,823	1,552	NA	NA
Outlying Areas:						
Canal Zone	3,767	1,900	1,867	99	45	54
Guam	671	---	671	25	---	25
Puerto Rico	10,969	---	10,969	290	---	290

¹ Data in this table are incomplete. Some States have reported expenditure data without reporting students and staff. Others have reported students and staff without reporting expenditures. The data are, nevertheless, provided in order to supplement information on summer school programs.

² Estimated by State.

³ Estimated by Office of Education.

Table 28.—Students and employed personnel in public adult education programs and community colleges operated by elementary and secondary local education agencies, by State or other area: United States, 1967-68¹

Region and State or other area	Public adult education programs			Public community college programs under local boards of education		
	Number of different students enrolled in all programs	Employed personnel ²		Number of different students enrolled in all programs	Employed personnel ²	
		Instructional	Noninstructional		Instructional	Noninstructional
1	2	3	4	5	6	7
Total for States reporting	3,662,390	38,668	2,653	1,060,201	24,263	7,641
North Atlantic	887,337	8,103	276	63,037	2,664	1,206
Connecticut	62,820	---	---	---	---	---
Delaware	14,674	36	---	---	---	---
Maine	12,638	700	35	---	---	---
Maryland	6,420	297	104	26,720	1,025	122
Massachusetts	26,938	411	53	13,861	723	312
New Hampshire	1,179	40	---	---	---	---
New Jersey	58,724	---	---	---	---	---
New York	3494,179	---	---	---	---	---
Pennsylvania	163,557	5,342	---	22,456	916	772
Rhode Island	23,741	615	48	---	---	---
Vermont	5,205	318	36	---	---	---
District of Columbia	17,262	344	---	---	---	---
Great Lakes and Plains	926,738	12,536	420	131,091	3,609	1,300
Illinois	200,736	4,100	490	---	---	---
Indiana	74,974	---	---	---	---	---
Iowa	52,840	---	---	5,711	189	---
Michigan	388,239	7,551	203	95,047	2,476	1,220
Minnesota	139,882	3,847	78	---	---	---
Missouri	47,004	---	---	24,593	733	---
Nebraska	23,063	1,038	49	5,740	211	80
Southeast	371,414	6,212	625	224,969	6,644	3,467
Alabama	10,567	113	19	---	---	---
Arkansas	8,340	346	15	---	---	---
Florida	186,671	629	95	188,413	5,220	2,706
Georgia	7,081	342	---	5,257	132	128
Kentucky	8,634	486	180	---	---	---
Louisiana	19,183	325	41	95	10	---
Mississippi	11,528	50	16	31,204	1,282	633
South Carolina	36,398	706	45	---	---	---
Tennessee	57,251	2,275	---	---	---	---
West Virginia	25,761	940	214	---	---	---
West and Southwest	1,476,901	11,817	1,332	641,104	11,346	1,668
Arizona	10,362	217	33	---	---	---
California ⁴	1,112,940	1,608	296	610,769	9,650	1,600
Colorado	78,551	509	246	---	---	---
Hawaii	19,923	50	33	---	---	---
Nevada	18,826	110	15	---	---	---
Oklahoma	458,000	4,700	372	3,786	84	15
Oregon	18,351	555	---	26,549	1,612	53
Texas	109,144	3,086	251	---	---	---
Utah	29,725	912	73	---	---	---
Washington	21,079	70	13	---	---	---
Outlying Areas:						
Canal Zone	---	---	---	1,865	64	10
Puerto Rico	50,384	1,470	156	---	---	---

¹ Data in this table are incomplete. Some States have reported expenditure data without reporting students and staff. Others have reported students and staff without reporting expenditures. The data are, nevertheless, provided in order to supplement information on these adult education and community college programs.

² Full-time and part-time.

³ Data are for the number of registrations.

⁴ Estimated by the State.

⁵ Incomplete; does not reflect all students enrolled.

Table 29.—Summary of revenue and nonrevenue receipts and beginning balances for public school purposes,
by State or other area: United States, 1967-68

[In thousands of dollars]

Region and State or Other area	Total amount available (columns 3+4+9)	Nonrevenue receipts						Balances on hand beginning of year ¹			
		Total revenue receipts	Total nonrevenue receipts	Sale of bonds and other long- term loans	Short- term loans	Sale of school property and insurance adjust- ments	Other non- revenue receipts	Total balances	For current operation	For capital outlay	For bond interest and redemp- tion
								9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
United States	\$40,385,286	\$31,903,064	\$3,747,356	\$3,025,602	\$348,894	\$69,423	\$303,438	\$4,734,866	\$1,904,790	\$2,079,934	\$560,450
North Atlantic	11,142,350	9,207,975	1,298,781	1,064,913	19,213	7,449	207,207	635,594	337,061	296,677	1,856
Connecticut	530,559	499,679	30,880	30,880	—	—	—	—	—	—	—
Delaware	150,176	102,665	23,120	22,212	—	4	904	24,390	1,242	19,149	—
Maine	181,996	136,041	21,853	21,792	—	61	—	24,102	20,441	1,855	1,806
Maryland	832,290	676,596	97,855	91,200	—	302	6,354	57,839	9,758	48,031	50
Massachusetts	934,967	859,967	75,000	75,000	—	—	—	—	—	—	—
New Hampshire	115,610	89,147	13,259	11,625	619	159	856	13,204	1,698	11,506	—
New Jersey	1,597,406	1,167,243	129,586	126,030	3,555	—	—	300,577	96,508	204,069	—
New York	4,594,305	3,681,370	784,288	581,574	(³)	6,481	196,234	128,647	128,647	—	—
Pennsylvania	1,829,415	1,676,174	91,431	89,282	—	(⁴)	2,149	61,810	61,810	—	—
Rhode Island	148,775	113,496	13,910	13,155	—	45	710	21,369	9,301	12,067	—
Vermont	91,992	70,737	17,599	2,163	15,039	397	—	3,656	3,656	—	—
District of Columbia .	134,859	134,859	—	—	—	—	—	—	—	—	—
Great Lakes and Plains .	11,951,378	8,913,200	1,229,931	878,560	283,196	29,494	38,681	1,808,247	790,135	806,593	211,521
Illinois	2,513,676	1,675,718	393,040	197,915	191,301	3,824	—	444,918	236,883	137,544	70,491
Indiana	1,017,303	824,127	58,329	21,983	27,054	9,293	—	134,847	39,195	86,226	9,426
Iowa	578,420	437,801	40,138	36,752	—	1,394	1,992	100,481	45,308	55,173	—
Kansas	460,730	365,531	34,859	34,859	—	—	—	60,340	48,081	12,260	—
Michigan	1,869,803	1,627,803	242,000	242,000	—	—	—	—	—	—	—
Minnesota	952,738	664,883	96,950	85,540	227	5,570	5,613	190,905	53,011	101,905	35,989
Missouri	941,250	669,310	55,364	45,452	—	2,249	7,663	216,576	111,519	76,792	28,266
Nebraska	257,653	178,080	33,499	22,104	8,958	444	1,993	46,074	19,258	19,930	6,886
North Dakota	135,654	101,153	3,510	2,293	—	1,217	—	30,991	14,937	9,562	6,493
Ohio	2,053,795	1,575,832	174,464	102,584	51,254	3,658	16,968	303,499	54,300	199,711	49,488
South Dakota	156,939	99,740	6,971	6,091	224	656	—	50,228	31,168	14,578	4,482
Wisconsin	1,013,417	693,222	90,807	80,987	4,178	1,189	4,452	229,388	136,475	92,912	—
Southeast	6,615,818	5,429,233	501,634	399,876	38,999	14,157	48,602	684,951	168,534	264,797	67,694
Alabama	448,136	386,340	9,723	6,331	—	1,763	1,629	52,073	—	—	—
Arkansas	298,030	228,544	35,490	33,924	825	741	—	33,996	15,867	18,129	—
Florida	1,167,221	894,161	43,722	28,497	14,340	885	—	229,338	59,422	139,718	30,198
Georgia	752,245	634,019	54,065	25,138	10,404	3,739	14,784	64,161	21,132	32,594	10,435
Kentucky	434,095	351,274	59,951	56,935	—	1,282	1,734	22,870	10,350	12,500	20
Louisiana	678,389	528,188	83,925	53,091	1,804	913	28,117	66,276	—	—	—
Mississippi	299,870	256,539	11,512	8,659	1,915	938	—	31,819	15,787	8,829	7,203
North Carolina	565,357	548,357	17,000	17,000	—	—	—	—	—	—	—
South Carolina	382,423	314,748	42,345	35,008	5,375	772	1,190	25,330	11,557	10,351	3,422
Tennessee	541,175	424,480	51,119	49,737	—	1,382	—	65,576	—	—	—
Virginia	770,636	637,133	79,975	73,336	4,336	1,155	1,148	53,528	10,047	40,018	3,463
West Virginia	278,241	225,450	12,807	12,220	—	587	—	39,984	24,372	2,658	12,953
West and Southwest . . .	10,675,740	8,352,656	717,010	682,253	7,486	18,323	8,948	1,606,074	609,060	711,867	279,379
Alaska	72,512	63,312	9,200	2,900	—	—	—	—	—	—	—
Arizona	335,238	271,113	17,923	16,006	—	1,917	—	46,202	11,018	23,103	12,081
California	5,241,336	4,109,887	249,964	244,950	—	5,014	—	881,485	354,082	362,538	164,865
Colorado	498,607	351,341	37,554	36,331	365	858	—	109,712	62,261	28,080	19,372
Hawaii	128,763	124,575	—	—	—	—	—	4,188	4,188	—	—
Idaho	120,017	98,162	7,424	6,664	—	431	329	14,431	4,209	6,006	4,215
Montana	188,767	129,389	10,395	10,395	—	—	—	48,983	26,866	15,516	6,601
Nevada	120,716	83,055	5,789	5,273	—	467	49	31,872	2,604	26,614	2,654
New Mexico	221,649	179,372	9,339	8,918	—	400	21	32,938	11,170	16,648	5,120
Oklahoma	393,596	331,624	34,977	34,977	—	—	—	26,995	26,995	—	—
Oregon	443,284	358,154	25,863	23,247	223	694	1,699	59,267	21,362	33,458	4,447
Texas	1,814,152	1,417,500	224,662	210,751	6,894	7,017	—	171,990	49,902	98,750	23,338
Utah	229,218	185,356	16,738	15,491	—	829	418	27,124	9,172	17,951	—
Washington	793,978	591,421	57,437	51,140	—	2,406	3,892	145,120	25,231	83,203	36,686
Wyoming	73,907	58,395	9,745	8,910	4	207	623	5,767	—	—	—
Outlying Areas:											
Canal Zone	15,643	15,643	—	—	—	—	—	—	—	—	—
Guam	10,914	10,914									

Table 30.—Revenue receipts for public elementary and secondary education, from Federal, State, local, and other sources,
by State or other area: United States, 1967-68
[In thousands of dollars]

Region and State or other area	Federal						State						Local, including intermediate																	
	School lunch and special milk programs			Voca- lational educa- tion			Cash re- imburse- ments			Value of com- modities			Other ¹			Total			Perma- nent funds and endow- ments			Taxation and appro- priations			Taxation and appro- priations			Other ⁴		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15															
United States	\$31,903,064	\$2,806,469	\$196,650	\$241,324	\$293,545	\$2,074,946	\$12,225,536	\$11,361,261	\$116,897	\$797,380	\$16,691,307	\$16,699,100	\$592,205	\$129,756																
North Atlantic	9,201,975	59,7018	36,332	65,670	66,025	448,991	3,481,304	3,291,879	6,891	182,533	5,091,360	5,020,898	70,461	38,293																
Connecticut	499,679	2,970	3,079	2,970	3,079	2,970	17,144	169,405	72,453	56,322	17,131	304,714	303,476	1,238	355															
Delaware	102,666	8,806	2,776	663	663	6,699	72,453	41,052	35,714	11,737	20,407	18,950	18,377	1,457	369															
Maine	136,041	11,071	266	1,192	1,215	8,408	41,052	245,627	245,612	168,258	14,14	83,549	83,277	1,171	1,476															
Maryland	676,596	64,056	4,285	3,863	3,99	51,949	193,216	7,644	34,958	583,021	581,019	6,719	36,9	1,476	1,476															
Massachusetts	859,967	81,874	8,177	7,162	11,596	54,949	193,216	7,644	2,108	73,032	72,683	2,002	1,855	1,855	1,855															
New Hampshire	89,147	6,787	842	947	947	4,068	315,930	218,620	6,891	90,519	783,439	763,927	19,611	19,611	19,611	19,611														
New Jersey	1,167,243	67,876	2,377	4,949	4,693	55,857	115,185	1,659,227	1,659,227	1,829,584	1,812,736	16,847	22,182																	
New York	3,681,370	160,378	1,882	18,538	18,538	160,378	704,976	695,957	8,918	83,538	81,698	18,841	11,431																	
Pennsylvania	1,676,174	124,330	11,798	10,189	10,332	92,112	80,046	34,996	34,996	69,317	68,496	821	100																	
Rhode Island	1,13,496	9,003	200	537	300	3,721	23,772	23,772	...	...¹	41,403	39,999	1,404	339														
Vermont	70,737	5,224	665	616	30,854	436	30,854	30,854	... ¹	10,918	10,918	10,918	10,918																	
District of Columbia	134,869	32,940	796	855	436	30,854	30,854	30,854	30,854	... ¹	40,1866	40,1866	40,1866	40,1866																
Great Lakes and Plains	8,913,200	598,315	42,898	61,696	67,397	426,324	2,790,819	2,472,699	20,534	297,686	5,489,845	5,288,673	201,173	34,227																
Illinois	1,675,718	108,221	5,362	8,666	8,292	431,481	204,661	204,661	93,505	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661	204,661					
Indiana	824,127	47,376	1,692	6,407	6,826	32,450	24,303	108,578	106,770	1,808	29,1270	278,839	12,430	1,956	1,956	1,956	1,956	1,956	1,956	1,956	1,956	1,956	1,956	1,956	1,956	1,956				
Iowa	437,801	56,241	1,892	4,280	5,767	25,486	10,539	94,411	1,654	7,005	22,453	127,728	856,007	807,612	48,398	48,398	48,398	48,398	48,398	48,398	48,398	48,398	48,398	48,398	48,398	48,398	48,398			
Kansas	365,531	33,641	1,871	3,071	5,421	9,607	7,988	67,638	68,429	66,568	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728	121,728						
Michigan	1,627,893	85,656	4,23	5,629	5,629	5,629	5,706	28,808	28,808	9,302	25,285	20,866	15,356	20,356	20,356	20,356	20,356	20,356	20,356	20,356	20,356	20,356	20,356	20,356	20,356					
Minnesota	659,310	60,238	6,350	5,182	6,051	42,657	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456	206,456					
Nebraska	178,080	17,805	1,667	1,616	1,616	1,625	11,625	8,033	2,591	3,780	1,932	15,1,316	14,1,316	7,176	7,176	7,176	7,176	7,176	7,176	7,176	7,176	7,176	7,176	7,176	7,176	7,176				
North Dakota	101,163	10,312	6,004	1,464	1,218	8,027	25,666	22,954	2,764	2,764	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159	16,159						
Ohio	1,575,832	102,708	16,102	11,477	10,750	65,378	42,111	41,979	12,084	12,084	9,299	2,247	5,388	7,383	7,383	7,383	7,383	7,383	7,383	7,383	7,383	7,383	7,383	7,383	7,383					
South Dakota	59,740	13,300	631	6,191	4,290	24,854	196,559	169,734	927	35,897	460,220	453,182	7,038																	
Wisconsin	653,222	36,009	1,675	6,191	6,191	6,191	6,191	106,283	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731						
Southeast	5,439,233	860,977	67,750	77,720	105,228	600,283	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731					
Alabama	386,340	78,044	9,454	5,454	5,316	6,943	56,333	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731	2,731						
Arkansas	228,544	45,421	6,077	4,062	5,404	29,878	98,838																							

Table 31.—Percentage distribution of revenue receipts for public elementary and secondary education, from Federal, State, local, and other sources, by State or other area: United States, 1967-68¹

Region and State or other area	Total revenue receipts	Federal					State			Local, including intermediate				
		School lunch and special milk programs			Value of com- modi- ties	Other	Total	Taxation and appro- priations	Perma- nent funds and endow- ments	Other	Total	Taxation and appro- priations	Other	
		Voca- tional educa- tion	Cash reim- burse- ments	6										revenue receipts
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	100.0	8.8	0.6	0.8	0.9	6.5	38.5	35.6	0.4	2.5	52.3	50.5	1.9	0.4
North Atlantic	100.0	6.5	.4	.6	.6	4.9	37.8	35.8	.1	2.0	55.3	54.5	.8	.4
Connecticut	100.0	5.0	.4	.6	.6	3.4	33.9	29.3	---	4.6	61.0	60.7	.2	.1
Delaware	100.0	8.6	.8	.6	.7	6.5	71.5	54.9	---	16.7	19.9	18.5	1.4	..
Maine	100.0	8.1	.2	.9	.9	6.2	30.2	25.9	---	4.3	61.4	60.6	.9	.3
Maryland	100.0	9.5	.6	.6	.6	7.7	36.3	36.3	---	(²)	54.0	53.0	1.0	.2
Massachusetts	100.0	9.5	1.0	.8	1.3	6.4	22.5	18.4	---	4.1	67.8	67.6	.2	.2
New Hampshire	100.0	6.9	.4	.9	1.1	4.6	10.9	8.6	---	2.4	81.9	81.5	.4	.2
New Jersey	100.0	5.8	.2	.4	.4	4.8	27.1	18.7	.6	7.8	67.1	65.4	1.7	..
New York	100.0	4.4	.1	.6	.5	3.1	45.3	45.3	---	---	49.7	49.2	.5	.6
Pennsylvania	100.0	7.4	.7	.6	.6	5.5	42.1	41.5	---	.5	49.8	48.7	1.1	.7
Rhode Island	100.0	8.0	.2	.5	.3	7.1	30.8	30.8	---	---	61.1	60.4	.7	.1
Vermont	100.0	7.4	.9	.7	.5	5.3	33.6	33.6	---	---	58.5	56.5	2.0	.5
District of Columbia .	100.0	24.4	.6	.6	.3	22.9	---	---	---	---	75.6	75.6	---	---
Great Lakes and Plains	100.0	6.7	.5	.7	.8	4.8	31.3	27.7	.2	3.3	61.6	59.3	2.3	.4
Illinois	100.0	6.5	.3	.5	.6	5.0	25.7	25.6	---	.2	66.8	65.5	1.3	1.0
Indiana	100.0	5.7	.2	.8	.8	3.9	36.2	24.8	---	11.3	57.8	57.1	.8	.2
Iowa	100.0	8.3	.4	1.0	1.3	5.6	24.8	24.4	---	.4	66.5	63.7	2.8	.4
Kansas	100.0	9.2	.2	.8	1.2	7.0	28.2	25.8	.4	1.9	62.6	62.2	.4	..
Michigan	100.0	5.3	(²)	.6	.5	4.2	42.0	34.6	---	7.5	52.6	49.6	3.0	.1
Minnesota	100.0	6.9	.8	.7	.9	4.5	43.5	38.3	1.4	3.8	49.3	47.0	2.3	.3
Missouri	100.0	9.0	.9	.8	.9	6.4	30.8	30.8	---	---	60.0	60.0	---	.1
Nebraska	100.0	10.0	.9	.9	1.7	6.5	4.7	1.5	2.1	1.1	85.0	80.9	4.0	.3
North Dakota	100.0	10.2	.6	.5	1.2	7.9	25.4	22.6	2.7	(²)	64.2	60.9	3.4	.2
Ohio	100.0	6.6	1.0	.7	.7	4.1	27.1	26.6	---	.5	65.9	61.0	4.8	.4
South Dakota	100.0	13.3	.6	.9	1.0	10.8	12.1	9.3	2.3	.5	74.0	71.6	2.4	.5
Wisconsin	100.0	5.2	.2	.7	.6	3.6	28.4	23.0	.1	5.2	66.4	65.4	1.0	.1
Southeast	100.0	15.7	1.2	1.4	1.9	11.1	50.4	45.6	.3	4.5	33.6	31.8	1.8	.3
Alabama	100.0	20.2	1.4	1.6	2.6	14.6	56.2	52.7	3.2	.3	23.2	14.9	8.3	.5
Arkansas	100.0	19.9	2.7	1.8	2.4	13.1	43.2	40.6	---	2.6	36.8	35.4	1.3	.1
Florida	100.0	12.8	1.0	.8	1.4	9.6	43.6	41.3	---	2.3	43.0	40.1	2.9	.5
Georgia	100.0	13.8	1.8	1.3	2.1	8.6	57.8	48.2	---	9.5	28.1	27.0	1.1	.3
Kentucky	100.0	15.9	.5	1.7	2.0	11.7	48.5	48.3	---	.1	35.3	34.9	.4	.3
Louisiana	100.0	12.7	.3	1.4	2.0	9.0	58.2	56.1	(²)	2.1	29.0	27.5	1.5	.1
Mississippi	100.0	22.1	1.2	2.2	2.0	16.6	48.8	43.2	(²)	5.6	28.3	26.8	1.6	.9
North Carolina	100.0	18.6	1.7	2.1	1.9	12.8	60.2	55.4	---	4.9	21.1	19.9	1.2	..
South Carolina	100.0	17.5	.9	1.8	2.5	12.3	56.7	43.5	---	13.2	25.7	25.5	.2	.1
Tennessee	100.0	17.8	.8	1.6	2.3	13.1	49.7	43.5	---	6.2	32.1	31.7	.4	.4
Virginia	100.0	12.8	1.3	1.0	1.5	9.1	35.8	30.4	.5	4.9	50.9	50.2	.7	.4
West Virginia	100.0	13.6	2.4	1.0	1.5	8.8	50.9	47.7	---	3.2	35.3	33.4	1.8	.2
West and Southwest	100.0	9.1	.6	.6	.8	7.2	39.1	37.4	.9	.8	51.3	48.7	2.7	.5
Alaska	100.0	21.6	.8	.3	1.0	19.4	43.4	43.4	---	---	35.0	34.1	.9	.1
Arizona	100.0	12.0	.9	.6	1.1	9.4	30.8	29.5	1.2	.1	57.1	55.7	1.3	.2
California	100.0	7.5	.4	.3	.5	6.3	35.8	34.4	---	1.4	56.6	53.5	3.1	(²)
Colorado	100.0	9.2	.9	.7	1.0	6.7	23.7	22.7	1.0	---	67.1	65.4	1.7	(²)
Hawaii	100.0	13.3	.4	.9	1.5	10.6	81.7	81.7	---	---	4.9	4.9	---	..
Idaho	100.0	11.6	.6	.9	1.4	8.8	34.0	31.4	2.6	(²)	54.2	47.9	6.2	.3
Montana	100.0	9.8	1.0	.5	.7	7.6	26.7	20.5	6.2	---	63.3	61.7	1.6	.2
Nevada	100.0	8.4	.5	.3	.5	7.1	37.6	36.9	.3	.4	53.4	51.1	2.4	.6
New Mexico	100.0	19.4	.4	1.1	1.3	16.6	62.3	51.6	10.6	---	18.2	17.1	1.1	.2
Oklahoma	100.0	14.6	.9	1.0	1.7	11.1	34.5	32.8	1.1	.6	50.9	36.5	14.4	(²)
Oregon	100.0	4.1	.8	.7	1.0	1.6	24.8	22.7	.9	1.2	70.6	67.4	3.2	.5
Texas	100.0	11.2	1.0	.9	.9	8.5	45.1	42.5	2.2	.4	41.5	41.5	(²)	2.2
Utah	100.0	10.7	.4	.9	1.6	7.8	48.6	48.5	---	.1	40.5	39.5	1.3	.2
Washington	100.0	7.4	.4	.6	.7	5.8	56.6	56.2	---	.4	35.7	34.3	1.5	.3
Wyoming	100.0	5.2	.3	.9	.8	3.1	38.2	38.0	.					

Table 32.—Summary of expenditures for public schools, by purpose and by State or other area: United States, 1967-68
[In thousands of dollars]

Region and State or other area	Total expendi- tutes all schools (col. 3 + 16 + 17)	CURRENT EXPENDITURES												Other programs				
		Full-time elementary and secondary day schools																
		Total	Admis- tration	Instruction	Maintain- ance of plant	Fixed charges	Other school services	Total	Com- munity services	Adult educa- tion	Com- munity colleges*	Capital expen- ditures	Interest on school debt					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
United States***	\$32,977,182	\$27,743,581	\$26,877,162	\$1,249,028	\$18,375,762	\$2,071,638	\$789,760	\$2,388,286	\$1,999,689	\$866,419	\$218,592	\$105,894	\$161,864	\$390,069	\$4,265,701	\$977,910		
North Atlantic																		
Connecticut	9,545,308	8,137,117	7,004,362	447,132	444,112	17,985	5,266,869	60,163	34,243	10,848	814,269	640,273	172,155	64,072	57,007	14,622	36,054	1,069,027
Delaware	496,364	114,903	81,576	5293	5293	5,496	6,016	2,287	8,928	31,448	30,20	1,393	1,1	1,627	33,732	15,500		
Maine	131,396	114,878	113,912	5,488	77,599	5,743	43,280	19,403	40,037	10,923	5,086	407	207	35	165	100	27,365	5,346
Maryland	726,360	574,211	538,626	17,150	381,791	43,280	19,403	40,037	36,966	35,585	15,966	100	191	676	100	18,066	2,452	
Massachusetts	831,454	725,981	727,488	60,603	67,756	69,413	60,927	6,081	62,883	8,493	4,506	1,591	1,465	931	124,875	26,274		
New Hampshire	94,318	75,076	74,764	3,505	60,927	6,308	4,738	7,605	7,605	7,605	1,20	83	102	1	1	77,927	19,546	
New Jersey*	1,267,776	1,033,889	1,016,384	2,057,317	16,169	2,057,317	86,314	30,764	122,044	69,670	17,505	1,286	1,801	6,417	1,417	189,457	30,930	
New York	3,757,422	3,116,256	3,245,717	1,477,458	1,448,667	1,66,445	42,016	143,269	115,907	28,791	17,059	1,281	1,536	1,1	1	323,826	117,363	
Pennsylvania	1,794,869	1,067,425	1,044,481	3,456	73,647	104,481	1,152	8,471	7,454	8,77	1,314	1,197	1,197	19,373	1,197	121,962	105,449	
Rhode Island	126,981	105,358	56,922	5,765	3,566	4,594	1,642	3,710	4,318	1,57	49	36	72	1	1	20,028	3,595	
Vermont	67,663	117,974	112,470	3,207	79,921	10,406	4,743	9,470	4,725	5,504	1,504	1,1	1	9,160	1,581			
District of Columbia	134,391																	16,417
Great Lakes and Plains																		
Illinois	9,282,040	7,676,140	7,548,140	5,120,708	5,120,884	686,330	214,675	650,939	611,602	128,310	48,197	28,840	31,312	19,661	1,353,981	251,603		
Indiana	913,459	1,450,439	1,427,917	24,231	9,73,917	142,705	46,052	104,360	87,621	22,553	14,371	11,462	10,310	261	208,775	44,255		
Iowa	913,567	694,455	680,084	20,283	467,400	59,719	19,510	67,318	55,953	14,737	4,718	5,894	3,759	1,1	1	198,809	20,303	
Kansas	497,457	480,839	416,409	214,278	31,857	156,586	10,992	28,119	45,367	4,166	1,266	1,266	1,266	1	57,352	9,266		
Michigan	1,365,387	1,047,718	1,04,304	13,669	212,221	25,172	9,161	18,694	25,486	4,434	1,434	1,434	1,434	1	55,958	4,651		
Minnesota	738,138	560,637	573,689	24,064	387,926	13,018	12,136	158,277	70,886	24,407	13,845	4,477	6,086	1	263,500	60,360		
Missouri	652,856	212,662	181,118	61,506	21,233	358,746	40,666	18,225	31,131	41,193	12,942	27,157	11,628	1,522	2,791	120,047	23,454	
Nebraska	212,656	177,944	171,944	9,518	120,823	14,403	6,825	12,434	3,254	31	483	9,624	50	5,320	106,726	19,109		
North Dakota	99,658	81,421	81,305	4,581	53,464	7,281	1,785	4,730	13,634	1,792	1,792	1,792	1,792	1,819	25,688	5,776		
Ohio	1,558,569	1,388,826	1,320,616	89,488	62,668	89,199	129,497	37,034	136,675	18,643	18,209	11,212	3,583	3,414	1,700	180,870	38,874	
South Dakota	106,168	89,039	89,039	8,600	5,880	8,839	12,482	7,128	5,533	7,54	6,7	6,7	6,7	1	13,478	1,698		
Wisconsin	712,377	586,683	681,063	23,518	387,300	49,144	18,222	52,082	60,797	5,620	3,053	1,124	1,124	1	108,327	17,157		
Southeast																		
Alabama	5,617,876	4,791,837	4,648,474	186,621	3,233,638	204,272	13,008	314,659	143,363	456,481	143,363	17,023	15,104	40,813	70,424	736,091	119,948	
Arkansas	244,218	205,290	10,697	124,803	11,770	8,583	2,157	27,921	58,866	66	1,882	1,882	1,882	1	38,086	3,714		
Florida	899,032	762,364	699,010	24,663	523,292	45,115	19,360	21,119	45,367	63,374	1,224	1,224	1,224	1	59,866	32,585	6,157	
Georgia	652,416	533,619	521,125	23,630	306,505	28,870	13,413	44,417	46,287	14,434	1,434	1,434	1,434	1	54,806	121,976	1,000	
Kentucky	347,408	308,861	447,737	6,917	301,788	18,241	6,285	18,866	33,776	8,306	1,434	1,434	1,434	1	104,750	14,086		
Louisiana	540,965	462,043	447,737	6,917	301,788	18,241	6,285	18,866	33,776	8,306	1,434	1,434	1,434	1	30,338	8,096		
Mississippi	251,618	199,041	199,041	8,576	17,293	13,458	11,798	11,798	13,458	11,798	11,798	11,798	11,798	1	31,126	11,192		
North Carolina	507,170	531,626	533,211	17,293	126,120	25,111	14,000	14,000	14,000	14,000	14,000	14,000	14,000	1	65,350	10,294		
South Carolina	329,805	291,483	287,085	17,097	184,932	14,900	12,727	12,727	12,727	12,727	12,727	12,727	12,727	1	32,773	5,639		
Tennessee	487,011	545,478	631,039	18,033	377,807	34,712	19,324	19,324	19,324	19,324	19,324	19,324	19,324	1	79,009	15,220		
Virginia	654,799	713,807	713,807	8,600	131,788	13,283	6,447	6,447	6,447	6,447	6,447	6,447	6,447	1	100,433	18,888		
West Virginia	230,840	200,748	197,8															

Table 33.—Percentage distribution of expenditures for public schools, by purpose and State or other area: United States, 1967-68¹

Region and State or other area	Current expenditures for full-time elementary and secondary day schools										
	Total expenditures, all schools	Administration					Operation of plant	Maintenance of plant	Fixed charges	Other school services	Current expenditures, other programs
		Total	Instruction	of plant	of plant	on school					Interest on school debt
1	2	3	4	5	6	7	8	9	10	11	12
UNITED STATES ..	100.0	81.5	3.8	55.7	6.3	2.4	7.2	6.1	2.6	12.9	3.0
North Atlantic	100.0	83.4	3.8	55.1	6.4	2.2	9.3	6.7	1.8	11.2	3.6
Connecticut	100.0	89.5	3.6	63.7	6.9	2.2	6.7	6.3	.6	6.8	3.1
Delaware	100.0	71.1	4.6	48.5	6.0	2.0	4.8	5.2	.4	23.9	4.7
Maine	100.0	84.1	4.1	57.3	7.2	2.1	5.4	8.1	.7	13.3	1.8
Maryland	100.0	74.3	2.4	52.6	6.0	2.7	5.5	5.1	4.9	17.2	3.6
Massachusetts	100.0	87.3	3.1	59.6	7.8	2.1	7.1	7.5	1.0	9.4	2.4
New Hampshire	100.0	79.3	3.7	54.0	6.7	1.8	5.0	8.1	.3	17.2	3.2
New Jersey	100.0	80.5	3.1	53.4	6.4	2.4	9.7	5.5	1.4	15.0	3.1
New York	100.0	86.4	4.3	54.8	5.9	2.1	11.9	7.5	1.9	8.6	3.1
Pennsylvania	100.0	80.7	4.3	53.2	6.5	2.3	8.0	6.5	1.6	11.8	5.9
Rhode Island	100.0	81.0	2.7	57.0	7.3	1.7	6.6	5.8	.7	15.5	2.8
Vermont	100.0	83.9	5.9	57.0	6.8	2.4	5.5	6.4	.2	13.5	2.3
District of Columbia ..	100.0	83.7	2.4	59.5	7.7	3.5	7.1	3.5	4.1	12.2	--
Great Lakes and Plains ..	100.0	81.3	3.7	55.2	7.5	2.3	7.1	5.5	1.4	14.6	2.7
Illinois	100.0	83.8	4.4	57.2	8.4	2.6	6.1	5.1	1.3	12.3	2.6
Indiana	100.0	74.4	2.2	51.2	6.5	2.1	6.3	6.1	1.6	21.8	2.2
Iowa	100.0	85.4	6.5	56.3	7.3	2.3	5.8	7.3	.9	11.8	1.9
Kansas	100.0	83.3	3.7	58.1	6.9	2.5	5.1	7.0	.1	15.3	1.3
Michigan	100.0	80.4	3.2	54.0	7.7	2.2	9.2	4.1	1.4	14.7	3.5
Minnesota	100.0	77.7	3.3	52.6	7.3	1.6	6.5	6.5	.9	17.5	3.9
Missouri	100.0	77.0	3.2	54.1	6.0	2.8	4.7	6.2	4.2	16.1	2.7
Nebraska	100.0	83.7	4.5	56.8	6.8	3.2	6.6	5.9	1.5	12.1	2.7
North Dakota	100.0	81.7	4.6	53.7	7.3	1.8	4.8	9.6	.1	15.3	2.9
Ohio	100.0	84.7	4.0	57.3	8.3	2.1	8.8	4.3	1.2	11.6	2.5
South Dakota	100.0	85.2	5.6	58.0	6.8	2.3	5.3	7.2	.5	12.8	1.5
Wisconsin	100.0	81.6	3.3	54.4	6.9	2.6	7.3	7.1	.8	15.3	2.4
Southeast	100.0	82.3	3.3	57.3	4.7	2.4	6.6	8.1	2.5	13.0	2.1
Alabama	100.0	89.0	2.7	59.7	3.8	1.9	8.6	12.2	.5	9.7	.8
Arkansas	100.0	84.1	4.4	51.1	4.8	3.5	8.8	11.4	.2	13.3	2.4
Florida	100.0	77.8	2.7	58.2	5.0	2.2	5.0	4.6	7.0	13.5	1.7
Georgia	100.0	79.9	3.6	55.9	4.4	2.1	6.8	7.1	1.9	16.1	2.2
Kentucky	100.0	86.5	3.7	60.6	5.3	1.8	5.4	9.7	2.4	8.7	2.4
Louisiana	100.0	82.8	3.1	55.8	4.2	2.4	6.5	10.7	.8	13.3	3.2
Mississippi	100.0	79.1	3.4	53.5	4.4	2.6	4.6	10.6	5.9	13.4	1.6
North Carolina	100.0	87.8	2.9	63.4	4.1	2.7	7.2	7.5	.1	10.4	1.7
South Carolina	100.0	85.5	5.2	56.1	4.4	2.2	8.5	9.2	2.9	9.9	1.7
Tennessee	100.0	78.6	3.5	53.5	4.9	1.8	7.4	7.6	2.1	16.2	3.1
Virginia	100.0	79.9	2.9	56.8	5.2	2.9	6.0	6.1	2.2	15.1	2.8
West Virginia	100.0	85.7	3.7	57.1	5.8	2.8	7.2	9.2	1.3	12.0	1.1
West and Southwest ..	100.0	79.0	4.2	56.0	6.0	2.7	5.5	4.6	5.0	12.9	3.1
Alaska	100.0	81.9	5.9	53.8	9.4	3.2	4.2	5.4	.3	14.5	3.4
Arizona	100.0	84.8	3.5	62.7	7.3	2.9	3.1	5.1	.9	12.1	2.2
California	100.0	74.7	4.3	53.6	5.8	2.5	5.2	3.3	9.4	12.5	3.5
Colorado	100.0	84.6	3.8	60.1	6.9	2.5	5.8	5.6	1.0	11.4	2.9
Hawaii	100.0	83.0	5.9	57.1	2.9	4.5	6.0	6.6	1.4	14.1	1.5
Idaho	100.0	87.3	4.4	58.5	7.0	2.2	8.1	7.1	.2	10.7	1.9
Montana	100.0	81.1	4.8	53.7	6.5	3.2	5.7	7.3	.9	15.4	2.6
Nevada	100.0	73.5	2.8	53.7	6.3	2.3	4.4	4.0	1.1	19.8	5.6
New Mexico	100.0	84.8	3.2	58.1	6.3	2.4	6.9	7.9	.3	13.8	1.1
Oklahoma	100.0	88.8	4.1	59.5	6.7	4.8	6.5	7.2	.7	9.0	1.6
Oregon	100.0	82.6	4.1	57.4	6.8	3.2	5.8	5.5	1.8	13.7	1.9
Texas	100.0	81.9	4.3	59.5	5.1	2.2	5.3	5.5	1.0	13.2	4.0
Utah	100.0	78.6	3.6	52.6	6.0	3.5	7.4	5.5	2.9	16.4	2.1
Washington	100.0	81.2	3.4	56.0	6.9	2.7	7.4	5.3	.5	15.5	2.2
Wyoming	100.0	93.9	5.9	63.4	7.5	3.2	6.1	7.8	.2	3.5	2.4
Outlying Areas:											
Canal Zone	100.0	64.2	2.9	44.3	5.6	3.8	6.2	1.5	10.5	25.2	--
Guam	100.0	78.8	14.2	48.5	1.2	4.0	3.0	7.9	--	21.2	--
Puerto Rico	100.0	83.9	3.5	52.0	3.9	.4	6.7	17.3	4.8	11.3	--
Trust Territory	100.0	96.8	12.5	76.2	.8	.5	1.8	5.1	--	3.2	--

¹This table is to be used in conjunction with the preceding table, which presents fully annotated data on amounts of expenditures.

Table 34.—Current expenditures for administration of public school State boards of education and State departments of education, by State: United States, 1967-68

[In thousands of dollars]

Region and State	Total expenditures for State administration (col. 3 + col. 7)	State boards of education (including vocational boards) ¹						State departments of education ¹					
		Expenditures for regular programs						Expenditures for regular programs					
		Expenditures for regular programs		Total	Expenses of board members	Salaries and staff	Supplies, travel, and other expenses	Total	Administrative and professional staff	Secretarial and clerical personnel	Plant operation and maintenance personnel	Supplies, travel, and other expenses	Expenditures for emergency programs
1	2	3	4	5	6	7	8	9	10	11	12		
UNITED STATES .	\$230,736	\$6,830	\$436	\$5,192	\$1,206	\$223,906	\$93,908	\$34,230	\$4,924	\$76,993	\$13,849		
North Atlantic	66,432	336	33	113	191	66,096	32,248	5,456	2,043	25,908	442		
Connecticut	5,543	3	1	---	2	5,540	4,742	---	---	798	---		
Delaware	2,025	3	3	---	---	2,022	480	406	21	1,115	---		
Maine	2,083	---	---	---	---	2,083	791	403	---	889	---		
Maryland	4,432	5	5	---	---	4,427	1,629	633	---	1,757	408		
Massachusetts	4,034	140	3	---	137	3,894	2,082	(²)	(²)	812	---		
New Hampshire	1,046	2	2	---	---	1,044	312	197	---	501	34		
New Jersey	2,779	---	---	---	---	2,779	3,1751	3,389	---	3,639	---		
New York	30,391	40	---	40	---	30,351	9,390	3,084	2,022	15,855	---		
Pennsylvania	11,997	100	13	37	51	11,897	4,9053	(⁴)	---	2,844	---		
Rhode Island	573	2	1	---	1	571	390	157	---	24	---		
Vermont	1,529	41	5	36	---	1,488	628	187	---	674	---		
District of Columbia .	---	---	---	---	---	---	---	---	---	---	---		
Great Lakes and Plains .	39,966	2,546	149	1,896	503	37,420	16,684	8,685	63	8,325	3,661		
Illinois	7,840	1,225	1	1,023	201	6,615	3,841	1,562	63	1,149	---		
Indiana	2,001	6	6	---	---	1,995	1,001	678	---	316	---		
Iowa	3,020	22	21	---	1	2,998	1,536	631	---	831	---		
Kansas	2,013	290	8	192	90	1,723	877	318	---	529	---		
Michigan	5,071	63	63	---	---	5,008	1,711	1,858	---	1,439	---		
Minnesota	3,351	42	6	37	---	3,309	1,379	511	---	923	496		
Missouri	2,298	3	3	---	---	2,295	1,481	464	---	350	---		
Nebraska	1,484	4	4	---	---	1,480	513	244	---	367	355		
North Dakota	736	175	1	106	69	561	283	187	---	91	---		
Ohio	5,265	37	26	---	10	5,228	2,453	1,472	---	1,302	---		
South Dakota	1,099	8	8	---	1	1,091	478	209	---	403	---		
Wisconsin	5,788	671	2	538	131	5,117	1,131	551	---	625	2,810		
Southeast	62,680	1,053	96	914	44	61,627	24,306	9,170	2,759	17,603	7,788		
Alabama	2,835	3	3	---	---	2,832	4,1095	(⁴)	---	433	1,304		
Arkansas	2,360	399	1	372	26	1,961	1,104	443	185	229	---		
Florida	6,929	---	---	---	---	6,929	3,054	1,166	29	1,125	1,555		
Georgia	10,404	500	37	464	---	9,904	3,872	1,896	61	4,075	---		
Kentucky	3,402	4	4	---	---	3,398	1,577	946	---	824	52		
Louisiana	4,986	3	3	---	---	4,983	2,327	1,373	37	1,246	---		
Mississippi	2,028	---	---	---	---	2,028	859	362	---	807	---		
North Carolina	3,735	11	5	6	---	3,724	2,200	930	---	576	17		
South Carolina	9,745	29	29	---	---	9,716	1,679	619	2,332	4,055	1,030		
Tennessee	5,405	21	5	13	2	5,384	2,562	989	86	1,747	---		
Virginia	8,592	4	4	---	---	8,588	2,996	(⁴)	---	1,762	3,830		
West Virginia	2,259	79	5	59	16	2,180	981	446	29	724	---		
West and Southwest . . .	61,658	2,895	158	2,269	468	58,763	20,670	10,919	59	25,157	1,958		
Alaska	950	8	4	3	1	942	407	252	---	283	---		
Arizona	1,842	1	1	---	---	1,841	635	536	20	650	---		
California	23,824	11	11	---	---	23,813	6,272	3,669	---	13,873	---		
Colorado	3,049	431	17	365	49	2,618	1,028	355	---	1,235	---		
Hawaii	7,485	82	55	16	10	7,403	2,446	1,516	---	3,441	---		
Idaho	1,165	206	15	140	50	959	396	197	---	298	67		
Montana	1,653	18	8	7	3	1,635	663	315	---	657	---		
Nevada	1,081	12	8	---	4	1,069	508	243	---	318	---		
New Mexico ³	1,162	7	7	---	---	1,155	309	283	---	261	302		
Oklahoma	2,020	30	3	21	6	1,990	987	390	4	609	---		
Oregon	2,308	12	5	1	7	2,296	1,237	459	---	600	---		
Texas	7,441	14	14	---	---	7,427	3,044	1,372	35	1,388	1,589		
Utah	3,628	2,058	7	1,714	337	1,570	887	346	---	337	---		
Washington	2,784	(⁵)	---	---	---	2,784	1,009	986	---	788	---		
Wyoming	1,266	5	3	2	1	1,261	842	---	---	419	---		

¹ Totals are for States reporting this information.

² Data for columns 9 and 10 included in column 8.

³ Estimated by the Office of Education.

⁴ Data for column 9 included in column 8.

⁵ Data for column 3 included in column 7.

⁶ Does not include expenditures for administration by the Division of Vocational Education.

NOTE:—Because of rounding, detail may not add to totals.

Table 35.—Current expenditures for administration of public school intermediate administrative units, by State: United States, 1967-68

[In thousands of dollars]

Region and State	Total expenditures for administration for intermediate administrative units	Compensation and travel for board of education		Superintendent's office								
		Board members	Occasional consultative personnel	Salaries			Instructional personnel	Attendance personnel	Health personnel	Secretarial and clerical personnel	Other employed personnel	Travel, supplies, and other expenses
				Superintendents and other administrative staff	Institutional personnel	Attendance personnel						
1	2	3	4	5	6	7	8	9	10	11		
UNITED STATES ¹	\$104,287	\$601	\$391	\$70,312	\$13,788	\$1,029	\$530	\$4,870	\$866	\$11,901		
North Atlantic	1,069	---	---	---	---	---	---	657	---	412		
Pennsylvania	1,069	(²)	---	(³)	(³)	---	---	675	---	² 412		
Great Lakes and Plains	29,999	174	48	7,564	9,671	800	116	2,825	572	8,230		
Illinois	3,511	---	---	2,288	---	---	---	875	208	140		
Indiana	1,052	---	---	283	66	543	30	70	4	56		
Iowa	13,111	---	35	1,544	5,383	3	20	180	320	5,627		
Minnesota	551	---	---	299	36	---	---	180	---	36		
Missouri	253	3	---	177	---	---	---	58	1	15		
Nebraska	986	---	---	477	12	7	10	222	10	248		
North Dakota	635	---	6	366	12	---	56	81	29	83		
Ohio	8,622	93	---	1,397	4,162	247	---	952	---	1,771		
South Dakota	734	58	7	470	(⁴)	---	---	105	---	94		
Wisconsin	544	20	---	263	---	---	---	102	---	160		
Southeast	1,008	20	2	537	---	18	---	255	8	168		
Arkansas	702	7	---	435	---	18	---	134	---	108		
Mississippi	306	13	2	102	---	---	---	121	8	60		
West and Southwest	72,211	407	341	62,211	4,117	211	414	1,133	286	3,091		
Arizona	722	---	---	212	12	---	5	142	169	182		
California	59,020	313	302	⁵ 58,405	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)		
Colorado	206	---	---	139	---	---	---	38	---	29		
Oklahoma	102	---	---	⁵ 102	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)		
Oregon	3,596	14	39	696	1,105	64	30	219	117	1,312		
Texas	5,442	74	---	2,246	2,114	147	379	219	---	263		
Washington	3,123	6	---	411	886	—	---	515	---	1,305		

¹ Represents total for 20 or the 26 States reporting intermediate administrative units. For the reporting States, data are incomplete. Expenditures for New Hampshire and South Carolina are included with expenditures for local education agencies.

² Data for column 3 included in column 11.

³ Expenditures for administrative and instructional personnel are

included in table 34 (expenditures for administration by State departments of education).

⁴ Data for column 6 included in column 5.

⁵ The figure in column 5 represents total expenditures for salaries, travel, and other expenses of the superintendent's office.

NOTE:—Because of rounding, detail may not add to totals.

Table 36.—Current expenditures for administration of elementary and secondary local education agencies, by State or other area: United States, 1967-68

[In thousands of dollars]

Region and State or other area	Total expenditures for adminis- tration for local edu- cation agencies	Salaries			
		Compensa- tion of board members	Superintend- ents and other admin- istrative personnel	Secretarial and clerical assistants	Supplies and other expenses
1	2	3	4	5	6
UNITED STATES¹	\$914,005	NA	NA	NA	NA
North Atlantic	294,718	NA	NA	NA	NA
Connecticut	12,442	---	² \$10,624	(²)	\$1,819
Delaware	3,268	---	² 2,562	(²)	706
Maine	3,405	---	2,906	---	500
Maryland	12,718	---	5,568	\$4,265	2,885
Massachusetts	21,912	\$132	7,768	7,057	6,956
New Hampshire	2,459	130	1,852	223	255
New Jersey	35,712	---	² 28,570	(²)	7,142
New York	130,768	---	58,093	23,864	48,810
Pennsylvania	63,517	(³)	36,730	17,357	³ 9,430
Rhode Island	2,883	109	1,302	930	542
Vermont	2,427	146	1,531	373	377
District of Columbia	3,207	NA	NA	NA	NA
Great Lakes and Plains	275,743	3,979	104,580	109,681	57,501
Illinois	62,880	---	(⁴)	⁴ 48,282	14,597
Indiana	17,230	443	9,362	4,801	2,624
Iowa	15,726	---	7,066	4,616	4,044
Kansas	11,556	---	9,143	---	2,413
Michigan	49,235	876	23,721	14,350	10,287
Minnesota	20,162	971	9,011	5,709	4,471
Missouri	18,682	---	5,333	8,480	4,869
Nebraska	7,048	358	3,894	1,500	1,295
North Dakota	3,210	561	2,076	---	573
Ohio	48,781	---	² 23,383	17,424	7,975
South Dakota	4,047	(⁵)	⁵ 3,262	(⁵)	785
Wisconsin	17,186	770	8,329	4,519	3,568
Southeast	122,933	NA	NA	NA	NA
Alabama	7,726	172	3,426	2,934	1,194
Arkansas	7,635	---	3,778	1,431	2,426
Florida	17,724	651	² 13,208	(²)	3,865
Georgia	13,226	379	4,426	3,162	5,260
Kentucky	9,451	101	5,559	1,668	2,122
Louisiana	11,931	699	3,899	3,240	4,093
Mississippi	6,242	187	2,544	2,268	1,244
North Carolina	13,558	NA	NA	NA	NA
South Carolina	7,352	---	5,786	---	1,567
Tennessee	11,446	137	4,553	2,550	4,206
Virginia	10,401	310	4,466	3,651	1,974
West Virginia	6,241	109	2,967	2,039	1,126
West and Southwest	220,611	451	112,751	72,313	35,093
Alaska	3,345	---	² 2,464	(²)	881
Arizona	7,233	31	3,728	2,664	810
California	91,367	---	30,872	47,134	13,360
Colorado	9,838	---	7,913	---	1,925
Hawaii ⁶	---	---	---	---	---
Idaho	3,264	307	1,797	562	598
Montana	4,514	---	⁷ 4,514	(⁷)	(⁷)
Nevada	1,629	---	639	713	276
New Mexico	4,653	---	2,247	1,582	824
Oklahoma	11,187	50	6,098	2,568	2,471
Oregon	8,982	---	4,439	1,971	2,571
Texas	53,919	---	37,651	8,856	7,412
Utah	3,272	63	1,526	958	725
Washington	15,249	---	7,721	4,756	2,773
Wyoming	2,159	---	1,142	549	467
Outlying Areas:					
Canal Zone	446	---	147	149	150
Guam	2,578	14	1,165	374	1,025
Puerto Rico	6,697	---	2,709	2,013	1,974
Trust Territory	679	---	352	104	223

¹ Totals are for States reporting this information.

² Data for column 5 included in column 4.

³ Data for column 3 included in column 6.

⁴ Data for column 4 included in column 5.

⁵ Data for columns 3 and 5 included in column 4.

⁶ All expenditures are included in table 34 (expenditures for administration at the State level).

⁷ Data for columns 5 and 6 included in column 4.

NOTE:—Because of rounding, detail may not add to totals.

Table 37.—Current expenditures for instruction in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68
[In thousands of dollars]

Region and State or other area	Total expenditures for instruction	Total salaries of instructional staff	Other expenditures for instruction				
			Total	Salaries of clerical assistants to instruc- tional per- sonnel	Free text- books ¹	School library books	Supplies and other expenses
1	2	3	4	5	6	7	8
UNITED STATES	\$18,375,762	\$16,373,367	\$2,002,389	\$600,108	\$248,079	\$176,810	\$977,392
North Atlantic	5,256,869	4,649,179	607,689	145,694	82,707	29,331	349,957
Connecticut	316,263	288,076	28,187	9,464	4,415	2,370	11,938
Delaware	55,586	49,041	6,545	2,091	751	556	3,147
Maine	77,599	70,026	7,574	1,939	1,399	1,029	3,207
Maryland	381,791	339,905	41,885	17,377	7,421	4,109	12,978
Massachusetts	496,795	447,752	49,043	12,167	8,374	2,073	26,429
New Hampshire	50,927	45,862	5,064	1,162	892	566	2,444
New Jersey	674,302	612,834	61,468	19,609	9,710	7,428	24,721
New York	2,057,317	1,772,207	285,110	73,878	32,683	NA	178,549
Pennsylvania	954,276	2,852,360	101,917	(²)	15,320	10,549	76,048
Rhode Island	73,547	67,916	5,631	1,721	1,076	212	2,622
Vermont	38,545	35,014	3,530	767	666	439	1,658
District of Columbia	79,921	68,186	11,735	5,519	(³)	(³)	³ 6,216
Great Lakes and Plains	5,120,884	4,607,981	512,901	138,098	46,786	56,552	271,465
Illinois	973,917	864,875	109,042	24,118	...	20,182	64,742
Indiana	467,400	438,824	28,577	12,460	1,418	3,063	11,636
Iowa	274,278	249,991	24,288	5,509	(³)	(³)	³ 18,779
Kansas	212,221	195,711	16,509	4,538	(³)	(³)	³ 11,971
Michigan	930,718	855,223	75,496	29,758	8,864	8,153	28,721
Minnesota	387,936	340,769	47,167	11,500	6,308	7,438	21,921
Missouri	358,746	317,610	41,136	9,270	8,119	2,174	21,573
Nebraska	120,823	107,870	12,951	1,600	3,086	1,353	6,912
North Dakota	53,464	48,665	4,799	660	824	992	2,323
Ohio	893,199	788,723	104,476	26,658	11,762	4,420	61,636
South Dakota	60,882	54,987	5,894	1,004	1,184	984	2,722
Wisconsin	387,300	344,733	42,566	11,023	5,221	7,793	18,529
Southeast	3,233,638	2,890,225	343,411	99,328	46,377	46,913	150,793
Alabama	233,726	206,285	27,441	3,914	1,159	2,776	⁴ 19,592
Arkansas	124,803	117,555	7,248	1,229	1,557	856	3,606
Florida	523,292	468,264	55,027	27,273	5,803	8,355	13,596
Georgia	364,509	318,308	46,201	9,140	5,935	8,037	23,089
Kentucky	210,535	197,189	13,347	3,669	2,638	3,317	3,723
Louisiana	301,788	272,336	29,452	5,231	6,101	1,122	16,998
Mississippi	134,565	117,069	17,496	3,402	2,897	3,666	7,531
North Carolina ⁵	385,120	336,000	49,120	8,897	8,951	5,361	25,911
South Carolina	184,932	165,580	19,351	3,244	2,701	3,270	10,136
Tennessee	260,783	230,211	30,572	13,163	4,520	3,206	9,683
Virginia	377,807	342,841	34,965	14,398	2,734	4,535	13,298
West Virginia	131,778	118,587	13,191	5,768	1,381	2,412	3,630
West and Southwest	4,764,371	4,225,982	538,388	216,988	72,209	44,014	205,177
Alaska	39,199	34,829	4,370	1,257	1,808	(⁶)	⁶ 1,305
Arizona	174,228	156,607	17,621	5,892	2,522	1,364	7,843
California	2,166,032	1,905,794	260,239	122,849	30,837	13,095	93,458
Colorado	208,997	188,845	20,152	7,132	2,287	2,429	8,304
Hawaii	72,016	62,192	9,823	3,086	866	535	5,336
Idaho	58,310	53,334	4,977	605	941	816	2,615
Montana	69,596	63,147	6,449	964	1,468	687	3,330
Nevada	51,832	45,043	6,790	3,203	783	400	2,404
New Mexico	105,858	96,649	9,209	2,646	2,117	1,482	2,964
Oklahoma	192,405	168,112	24,293	7,886	3,849	2,368	10,190
Oregon	210,235	189,904	20,330	7,430	2,676	2,661	7,563
Texas	930,446	836,786	93,660	33,923	14,661	13,076	32,000
Utah	101,176	90,693	10,482	3,550	1,639	1,419	3,874
Washington	346,888	300,194	46,693	15,892	5,205	3,316	22,280
Wyoming	37,153	33,853	3,300	673	550	366	1,711
Outlying Areas:							
Canal Zone	6,930	5,988	942	187	170	105	480
Guam	8,789	7,509	1,281	625	334	130	192
Puerto Rico	98,712	92,643	6,070	1,468	2,607	398	1,597
Trust Territory	4,158	2,970	1,187	64	...	...	1,123

¹ Includes expenditures for textbooks purchased by State for distribution to local education agencies.

² Data for column 5 included in column 3.

³ Data for columns 6 and 7 included in column 8.

⁴ Includes salaries of secretarial and clerical assistants.

⁵ Data obtained from *Current Expenditures by Local Education Agencies, 1967-68* (OE22026-68) and partially estimated by Office of Education.

⁶ Data for column 7 included in column 8.

NOTE:—Because of rounding, detail may not add to totals.

Table 38.—Current expenditures for salaries of the instructional staff in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68¹

[In thousands of dollars]

Region and State or other area	Total	Supervisors of instruction			Total	Teachers and other nonsupervisory instructional staff		Other in- structional personnel ²
		3	4	5		6	7	
1	2							
UNITED STATES	\$16,373,382	\$289,645	\$989,529	\$15,094,203	\$14,362,785	\$145,928	\$585,495	
North Atlantic	4,649,179	76,685	301,850	4,270,641	4,055,634	28,716	186,293	
Connecticut	288,076	6,349	16,799	264,927	249,353	(³)	15,574	
Delaware	49,041	583	2,735	45,723	42,291	921	2,511	
Maine	70,026	1,646	3,412	64,967	63,073	---	1,894	
Maryland	339,905	8,993	25,613	305,299	284,845	7,307	13,147	
Massachusetts	447,752	11,630	30,476	405,645	386,143	4,070	15,432	
New Hampshire	45,862	1,110	2,658	42,094	40,707	(³)	1,387	
New Jersey	612,834	7,611	33,569	571,655	540,043	(³)	31,612	
New York	1,772,207	18,408	137,616	1,616,183	1,545,055	---	71,128	
Pennsylvania	852,360	17,120	38,789	796,451	753,956	14,352	28,143	
Rhode Island	67,916	1,231	4,168	62,517	59,277	1,197	2,044	
Vermont	35,014	913	1,583	32,517	31,433	391	694	
District of Columbia*	68,186	1,091	4,432	62,663	59,458	478	2,727	
Great Lakes and Plains	4,607,981	80,117	257,413	4,270,447	4,079,364	45,002	146,081	
Illinois	864,875	11,710	33,193	819,972	791,297	(³)	29,676	
Indiana	438,824	10,107	26,178	402,538	393,014	2,544	6,981	
Iowa	249,991	2,932	15,370	231,689	220,973	3,566	7,150	
Kansas	195,711	2,264	12,918	180,529	174,653	(³)	5,876	
Michigan	855,223	12,634	54,251	788,337	743,060	12,091	33,186	
Minnesota	340,769	3,277	18,374	319,117	301,136	7,829	10,152	
Missouri	317,610	6,162	19,859	291,589	278,892	4,086	8,611	
Nebraska	107,870	1,902	5,375	100,593	94,665	1,891	4,037	
North Dakota	48,665	526	2,198	45,941	44,596	776	568	
Ohio	788,723	10,229	50,455	728,024	687,667	12,219	28,138	
South Dakota	54,987	603	2,394	51,990	51,097	---	892	
Wisconsin	344,733	17,771	16,834	310,128	298,314	---	11,814	
Southeast	2,890,240	65,551	156,724	2,667,967	2,574,524	36,398	57,047	
Alabama	206,285	2,714	11,708	191,864	189,830	61	1,973	
Arkansas	117,555	518	5,564	111,473	108,125	1,795	1,553	
Florida	468,264	28,914	6,814	432,537	397,473	(³)	35,064	
Georgia	318,308	5,455	18,713	294,140	294,140	---	---	
Kentucky	197,189	2,575	11,197	183,417	174,037	5,213	4,166	
Louisiana	272,336	3,868	17,411	251,056	238,612	7,103	5,341	
Mississippi	117,069	1,268	7,289	108,512	104,589	2,081	1,843	
North Carolina ⁴	336,015	4,435	22,446	309,134	293,245	12,076	3,813	
South Carolina	165,580	2,270	9,367	153,944	147,681	4,506	1,758	
Tennessee	230,211	5,4302	12,256	213,653	213,653	(⁵)	(⁵)	
Virginia	342,841	7,004	22,193	313,644	312,109	(³)	3,536	
West Virginia	118,587	2,228	11,766	104,593	101,030	3,563	(⁶)	
West and Southwest	4,225,982	67,292	273,542	3,885,148	3,653,263	35,812	196,074	
Alaska	34,829	578	2,091	32,161	30,775	592	793	
Arizona	156,607	1,736	8,669	146,202	137,960	2,991	5,252	
California	1,905,794	27,888	129,866	1,748,039	1,647,515	(³)	100,524	
Colorado	188,845	4,849	11,651	172,345	164,174	(³)	8,171	
Hawaii	62,192	494	3,829	57,869	56,077	1,686	107	
Idaho	53,334	298	3,053	49,982	47,557	557	1,868	
Montana	63,147	541	3,137	59,470	56,508	1,146	1,816	
Nevada	45,043	367	3,897	40,779	38,535	1,096	1,148	
New Mexico	96,649	1,059	6,987	88,603	84,687	1,482	2,435	
Oklahoma	168,112	1,607	7,028	159,476	154,215	1,958	3,303	
Oregon	189,904	3,060	13,587	173,257	141,007	(³)	32,249	
Texas	836,786	12,867	51,265	772,654	741,051	14,912	16,651	
Utah	90,693	1,631	5,951	83,111	77,825	2,245	3,041	
Washington	300,194	9,868	20,572	263,755	245,700	7,147	16,908	
Wyoming	33,853	44S	1,959	31,455	29,637	---	1,808	
Outlying Areas:								
Canal Zone	5,988	200	327	5,460	5,213	51	197	
Guam	7,509	---	547	6,962	6,521	229	212	
Puerto Rico	92,643	3,320	6,209	83,114	80,721	781	1,613	
Trust Territory	2,970	232	181	2,557	2,527	13	16	

¹ Salaries for individual categories of instructional staff are shown only to the degree that they are separately reported.

² Includes salaries of guidance and psychological personnel, audiovisual and television instructors, and other nonsupervisory instructional personnel.

³ Data for column 7 included in column 8.

⁴ Estimated by Office of Education.

⁵ Data for column 7 and 8 included in column 3.

⁶ Data for column 8 included in column 7.

NOTE:—Because of rounding, detail may not add to totals.

Table 39.—Current expenditures for plant operation and plant maintenance for public school purposes,
by State or other area: United States, 1967-68

[In thousands of dollars]

Region and State or other area	Operation of plant				Maintenance of plant (repairs and replacement)		
	Total	Salaries of custodians, engineers, etc.	Fuel, light, water, and power	Supplies and other expenses	Total	Salaries of carpenters, painters, etc.	Supplies, expenses, and contrac- tual services
		1	2	3	4	5	6
United States	\$2,074,638	NA	NA	NA	\$789,760	NA	NA
North Atlantic	607,153	NA	NA	NA	214,150	NA	NA
Connecticut	34,243	\$20,907	---	\$13,336	10,848	\$3,494	\$7,354
Delaware	6,916	4,139	\$2,282	495	2,287	636	1,650
Maine	9,743	5,009	3,797	937	2,813	410	2,402
Maryland	43,280	28,002	11,913	3,364	19,403	7,950	11,453
Massachusetts	64,693	36,867	17,464	10,363	17,756	4,346	13,410
New Hampshire	6,308	3,196	2,465	647	1,681	233	1,448
New Jersey	80,314	51,232	23,112	5,970	30,764	8,921	21,842
New York ¹	220,810	113,054	56,692	51,064	77,986	53,732	24,254
Pennsylvania	2116,445	69,686	37,865	8,894	242,075	13,397	28,769
Rhode Island	9,401	36,062	2,678	661	2,152	(³)	2,152
Vermont	4,594	2,186	1,928	479	1,642	245	1,397
District of Columbia	10,406	NA	NA	NA	4,743	NA	NA
Great Lakes and Plains	696,330	NA	NA	NA	214,675	NA	NA
Illinois	142,705	93,631	38,524	10,550	45,052	7,432	37,620
Indiana	59,719	34,547	19,410	5,762	19,510	5,592	13,918
Iowa ⁴	35,585	NA	NA	NA	10,992	NA	NA
Kansas	25,173	14,212	---	10,961	9,161	2,996	6,165
Michigan	132,136	82,859	40,830	8,447	38,393	16,010	22,383
Minnesota	53,493	31,161	17,571	4,761	12,022	3,585	8,437
Missouri	40,066	7,984	14,028	18,055	18,225	6,927	11,298
Nebraska	14,403	8,055	4,944	1,404	6,825	1,240	5,584
North Dakota	7,281	3,199	3,343	739	1,785	525	1,260
Ohio	129,497	68,501	37,946	23,050	32,034	13,500	18,535
South Dakota	7,128	3,282	3,014	832	2,454	508	1,945
Wisconsin	49,144	26,276	18,768	4,099	18,222	4,894	13,328
Southeast	264,272	NA	NA	NA	132,908	NA	NA
Alabama	14,904	6,500	5,8225	179	7,441	7,441	(⁶)
Arkansas	11,770	4,571	5,217	1,981	8,583	3,980	4,603
Florida	45,115	26,286	15,891	2,938	19,360	11,064	8,296
Georgia	28,870	13,316	11,938	3,617	13,413	4,863	8,550
Kentucky	18,241	8,813	7,502	1,926	6,285	2,282	4,003
Louisiana	22,799	13,626	7,095	2,078	13,068	4,897	8,171
Mississippi	11,176	4,690	4,947	1,539	6,537	1,443	5,093
North Carolina	25,111	NA	NA	NA	16,339	NA	NA
South Carolina	14,400	6,218	6,512	1,670	7,272	2,380	4,892
Tennessee	23,891	12,232	9,269	2,390	8,839	4,508	4,331
Virginia	34,712	18,955	12,664	3,093	19,324	7,746	11,579
West Virginia	13,283	7,051	5,352	879	6,447	3,181	3,265
West and Southwest	506,883	316,487	89,257	101,139	228,027	103,701	124,327
Alaska	6,857	3,655	2,452	750	2,346	1,045	1,301
Arizona	20,422	12,836	6,051	7,1,535	8,161	4,258	3,903
California	233,927	158,078	---	75,849	102,934	52,764	50,171
Colorado	24,036	14,108	8,034	1,894	8,826	3,961	4,865
Hawaii	3,698	3,213	---	484	5,700	5,700	---
Idaho	6,970	3,598	2,683	689	2,170	763	1,407
Montana	8,379	4,577	3,127	675	4,150	998	3,152
Nevada	6,088	3,320	2,433	335	2,175	914	1,261
New Mexico	11,491	6,262	4,343	885	4,434	1,911	2,523
Oklahoma	21,548	11,666	7,469	2,413	15,485	1,545	13,940
Oregon	24,762	14,868	7,922	1,973	11,547	4,975	6,572
Texas	79,892	45,861	27,273	6,758	34,999	15,277	19,722
Utah	11,605	6,479	4,204	922	6,659	2,416	4,243
Washington	42,790	25,623	11,674	5,494	16,596	6,670	9,926
Wyoming	4,418	2,343	1,592	483	1,845	504	1,341
Outlying Areas:							
Canal Zone	882	58	360	464	589	27	562
Guam	212	119	--	94	730	NA	NA
Puerto Rico	7,406	6,020	--	1,388	772	84	688
Trust Territory	46	36	--	10	26	16	10

¹ Distribution estimated by Office of Education.

² Includes expenditures for adult education and summer school.

³ Data for column 7 included in column 3.

⁴ Estimated by Office of Education.

⁵ Includes expenditures for supplies.

⁶ Data for column 8 included in column 7.

⁷ Includes expenditures for fuel and heat.

NOTE.—Because of rounding, detail may not add to totals.

Table 40.—Current expenditures for fixed charges for public school purposes, by State or other area:
United States, 1967-68
[In thousands of dollars]

Region and State or other area	Total fixed charges	Total allocated to pupil costs	Allocated to pupil costs								
			Contributions to employee retirement systems			Local school board	Insur- ance and judge- ments	Rent	Interest on current loans	Other	Not allocated to pupil costs
			Total	State	6						
1	2	3	4	5	6	7	8	9	10	11	
United States	\$2,388,286	\$2,386,454	\$1,898,299	\$893,441	\$1,004,858	\$218,515	\$21,144	\$29,020	\$219,470	\$1,828	
North Atlantic	884,299	884,299	770,425	251,513	518,912	90,862	3,642	8,203	11,164	...	
Connecticut	33,326	33,326	26,556	22,759	3,797	...	...	...	6,770	...	
Delaware	5,528	5,528	4,897	4,826	71	504	103	...	23	...	
Maine	7,346	7,346	6,193	5,799	394	714	91	301	47	...	
Maryland	40,037	40,037	35,309	30,801	4,508	3,213	507	...	1,007	...	
Massachusetts	59,413	59,413	44,439	34,958	9,481	7,985	295	6,658	35	...	
New Hampshire	4,738	4,738	4,098	1,007	3,091	586	45	...	9	...	
New Jersey	122,844	122,844	105,286	90,519	14,767	14,717	2,389	52	401	...	
New York	446,127	446,127	403,871	...	403,871	42,256	...	...	...	...
Pennsylvania	143,289	143,289	121,038	57,060	63,978	18,264	(²)	1,045	² 2,840	...	
Rhode Island	8,471	8,471	6,931	2,228	4,703	1,491	39	...	11	...	
Vermont	3,710	3,710	2,697	1,556	1,141	672	173	147	21	...	
District of Columbia .	9,470	9,470	9,110	...	9,110	360	...	...	...	...
Great Lakes and Plains .	658,939	658,208	482,934	272,570	210,364	74,497	10,146	18,196	72,433	731	
Illinois	104,360	104,360	68,300	41,554	26,746	17,298	4,270	13,092	1,400	...	
Indiana	57,318	57,318	47,811	41,278	6,533	5,474	1,283	...	2,750	...	
Iowa	28,119	28,119	---	---	---	---	---	366	27,752	...	
Kansas	18,694	18,694	4,621	4,621	(⁵)	(⁵)	(⁵)	(⁵)	⁵ 14,073	...	
Michigan	158,277	158,277	129,773	121,728	8,045	19,796	1,454	2,260	4,992	...	
Minnesota	48,128	47,397	36,826	25,277	11,549	8,372	741	1,055	403	731	
Missouri	31,131	31,131	26,062	---	26,062	2,832	...	...	2,237	...	
Nebraska	13,942	13,942	9,311	3,319	5,992	1,397	199	183	2,853	...	
North Dakota	4,730	4,730	3,244	---	3,244	1,088	130	20	247	...	
Ohio	136,575	136,575	112,925	---	112,925	6,973	987	551	15,139	...	
South Dakota	5,583	5,583	4,129	---	4,129	1,017	245	86	106	...	
Wisconsin	52,082	52,082	39,932	34,793	5,139	10,250	837	583	481	...	
Southeast	374,559	373,469	290,102	198,890	91,212	26,282	4,069	1,507	51,509	1,088	
Alabama	33,733	32,748	12,085	11,138	947	1,643	174	147	18,699	984	
Arkansas	21,517	21,517	12,234	5,514	6,720	1,663	50	188	7,382	...	
Florida	45,367	45,367	33,048	---	33,048	4,904	544	274	6,598	...	
Georgia	44,417	44,417	39,134	20,682	18,452	2,548	146	617	1,972	...	
Kentucky	18,866	18,866	15,537	14,172	1,365	1,473	317	...	1,539	...	
Louisiana	35,099	35,099	29,775	28,815	960	4,087	1,108	...	129	...	
Mississippi	11,563	11,563	9,951	246	9,705	1,186	143	8	274	...	
North Carolina ⁴	43,867	43,867	30,456	30,456	(⁵)	(⁵)	(⁵)	(⁵)	⁵ 13,411	...	
South Carolina	27,952	27,952	25,063	23,185	1,878	1,884	85	273	647	...	
Tennessee	35,907	35,907	32,870	26,100	6,770	2,521	...	...	517	...	
Virginia	39,556	39,556	35,991	31,397	4,594	1,985	1,261	...	318	...	
West Virginia	16,715	16,610	13,958	7,185	6,773	2,388	241	...	23	104	...
West and Southwest . . .	470,489	470,478	354,838	170,468	184,370	26,874	3,287	1,114	34,364	9	
Alaska	3,032	3,032	1,194	1,194	(⁵)	(⁵)	(⁵)	(⁵)	⁵ 1,838	...	
Arizona	8,740	8,740	3,312	---	3,312	3,647	1,482	29	270	...	
California	209,608	209,608	153,905	55,768	98,137	(⁵)	(⁵)	(⁵)	⁵ 55,702	...	
Colorado	20,061	20,061	15,065	---	15,065	2,448	351	126	2,071	...	
Hawaii	7,532	7,532	7,532	---	7,532	---	---	---	---	...	
Idaho	8,055	8,055	6,798	6,429	369	839	64	14	340	...	
Montana	7,419	7,419	5,490	---	5,490	1,361	90	39	439	...	
Nevada	4,254	4,254	3,378	2,701	677	800	34	---	42	...	
New Mexico	12,641	12,640	10,864	---	10,864	1,481	295	---	---	...	
Oklahoma	20,894	20,894	17,490	8,685	8,805	2,597	114	---	693	...	
Oregon	21,151	21,150	16,663	---	16,663	3,817	202	148	320	...	
Texas	83,327	83,327	75,614	70,090	5,524	5,614	567	270	1,262	...	
Utah	14,156	14,147	9,083	---	9,083	3,705	47	476	836	9	
Washington	46,069	46,069	25,601	25,601	(⁵)	(⁵)	(⁵)	(⁵)	⁵ 20,468	...	
Wyoming	3,550	3,550	2,849	---	2,849	565	41	12	83	...	
Outlying Areas:											
Canal Zone	971	971	399	---	399	---	---	---	572	...	
Guam	538	538	538	---	538	---	---	---	---	...	
Puerto Rico	12,727	12,727	9,862	---	9,862	1,325	1,540	---	---	...	
Trust Territory	96	96	96	---	96	---	---	---	---	...	

¹ Total for States reporting this information.

² Data for column 8 included in column 10.

³ Estimated by Office of Education.

⁴ Includes \$54,000 from the intermediate units.

⁵ Data for other identified columns included in column 10.

⁶ Data from *Current Expenditures by Local Educational Agencies, 1967-68* (OE 22026-68).

NOTE.—Because of rounding, detail may not add to totals.

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES				
	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

Table 41.—Current expenditures for attendance, health, food, and miscellaneous school services for public school purposes, by State or other area: United States, 1967-68

[In thousands of dollars]

Region and State or other area	Total expendi- tures for these school services	Attendance services			Health services provided by schools			Supplies and other expenses	Total expendi- tures for pupil transpor- tation	Food services ¹	Miscel- laneous school services ²
		Total	Salaries	Supplies and other expenses	Total	Salaries	Supplies and other expenses				
1	2	3	4	5	6	7	8	9	10	11	
UNITED STATES . . .	\$1,999,689	\$70,071	NA	NA	\$205,574	NA	NA	NA	\$981,006	\$674,883	\$68,155
North Atlantic	640,273	27,618	NA	NA	97,022	\$87,689	\$9,337	326,884	163,154	25,596	
Connecticut	31,448	866	\$843	\$23	4,590	4,136	455	15,839	8,703	1,449	
Delaware	5,966	105	100	5	972	931	41	2,794	2,096	—	
Maine	10,923	71	63	8	582	388	195	6,835	3,040	394	
Maryland	36,966	4,990	4,752	238	1,490	985	505	19,805	10,024	658	
Massachusetts	62,883	1,931	1,844	88	7,677	7,228	450	23,397	24,531	5,346	
New Hampshire	7,605	34	33	1	826	719	107	3,884	2,121	741	
New Jersey	69,670	2,635	2,503	132	15,881	14,769	1,112	28,978	12,829	9,347	
New York	282,318	11,411	10,724	688	42,019	37,977	4,042	160,617	68,271	(4)	
Pennsylvania	115,997	4,923	4,766	157	21,154	18,860	2,294	57,926	24,808	7,187	
Rhode Island	7,454	261	253	8	1,292	1,232	61	3,251	2,214	435	
Vermont	4,318	13	12	1	539	464	75	2,813	915	39	
District of Columbia . .	4,725	378	NA	NA	—	—	—	745	3,602	—	
Great Lakes and Plains . .	511,602	17,751	NA	NA	40,345	NA	NA	293,581	146,129	13,793	
Illinois	87,621	3,108	2,961	147	14,177	11,320	2,857	41,371	21,944	7,021	
Indiana	55,853	2,227	2,005	222	3,626	3,115	510	32,749	17,251	—	
Iowa	35,578	463	NA	NA	2,577	NA	NA	20,463	11,624	451	
Kansas	25,486	155	141	14	1,685	1,473	212	13,978	8,783	884	
Michigan	70,886	4,549	4,350	200	3,819	3,498	321	44,099	17,755	664	
Minnesota	48,046	1,435	1,366	69	3,620	3,220	400	29,552	12,255	1,184	
Missouri	41,193	1,151	887	264	3,548	2,472	1,076	24,382	12,059	53	
Nebraska	12,434	225	211	14	691	618	73	5,729	2,164	624	
North Dakota	9,524	38	37	2	90	64	26	7,037	2,306	53	
Ohio	66,643	3,110	3,110	—	4,745	4,745	—	35,923	22,865	—	
South Dakota	7,541	46	42	4	370	304	66	4,283	2,474	368	
Wisconsin	50,797	1,244	1,165	79	1,397	1,064	333	34,015	11,649	2,491	
Southeast	456,481	15,803	NA	NA	13,877	NA	NA	185,946	220,652	20,205	
Alabama	47,882	761	\$761	(5)	788	788	(6)	12,032	18,140	16,160	
Arkansas	27,921	306	260	46	909	742	167	9,453	16,065	1,189	
Florida	41,224	443	324	118	1,270	278	992	14,981	23,455	1,075	
Georgia	46,287	2,776	1,840	936	—	—	—	21,873	21,638	—	
Kentucky	33,776	3,020	2,888	132	2,294	604	1,690	15,648	12,802	13	
Louisiana	58,066	1,423	1,346	76	765	396	369	26,751	28,835	292	
Mississippi	26,624	107	95	12	453	184	268	13,088	12,177	800	
North Carolina	45,481	2,040	NA	NA	2,318	NA	NA	15,439	25,636	48	
South Carolina	30,432	619	563	56	1,259	812	447	9,561	18,414	579	
Tennessee	37,018	1,763	1,546	217	875	483	392	15,484	18,847	49	
Virginia	40,648	1,916	1,845	71	1,535	1,339	195	19,273	17,924	—	
West Virginia	21,122	629	585	44	1,411	793	619	12,363	6,719	—	
West and Southwest . . .	391,333	8,899	NA	NA	54,330	47,679	6,651	174,595	144,948	8,561	
Alaska	3,940	28	NA	NA	376	333	43	2,630	860	44	
Arizona	14,283	287	274	14	2,231	2,089	142	5,275	6,490	—	
California	134,200	(7)	(7)	(7)	28,505	26,418	7,2087	62,258	43,436	—	
Colorado	19,392	896	842	54	2,209	1,844	365	8,768	6,389	1,129	
Hawaii	8,305	2,028	1,977	51	—	—	—	1,185	5,092	—	
Idaho	7,037	75	73	2	330	267	64	4,506	2,116	11	
Montana	9,506	59	\$59	(5)	431	431	(6)	6,014	2,374	628	
Nevada	3,807	176	169	7	377	353	23	2,189	783	283	
New Mexico	14,352	195	180	15	1,035	949	86	7,946	4,741	435	
Oklahoma	23,116	374	346	27	1,140	974	166	10,653	10,519	432	
Oregon	20,016	318	305	14	733	466	267	11,412	6,070	1,482	
Texas	85,508	3,356	3,171	185	12,364	10,250	2,114	25,437	40,282	4,069	
Utah	10,604	454	423	31	364	268	96	3,471	6,267	48	
Washington	32,678	639	607	32	3,895	2,753	1,142	19,647	8,497	—	
Wyoming	4,589	14	NA	NA	340	284	56	3,204	1,032	—	
Outlying Areas:											
Canal Zone	230	—	—	—	100	NA	NA	130	—	—	
Guam	1,437	—	—	—	124	NA	NA	923	390	—	
Puerto Rico	32,904	946	946	—	5	5	—	5,722	25,016	1,214	
Trust Territory	276	—	—	—	—	—	—	276	—	—	

¹Data relate to net expenditures from Federal, State, and local funds expended to cover deficit of school lunch and school milk programs.

⁴Date for column 11 included with instructional salaries.

⁵Data for column 5 included in column 4.

⁶Data for column 8 included in column 7.

⁷Expenditures for attendance services included with expenditures for health services.

³Totals are for States reporting this information.

NOTE:—Because of rounding, detail may not add to totals.

Table 42.—Current expenditures for pupil transportation services, and related data for public school purposes, by State or other area: United States, 1967-68

Region and State or other area	Expenditures for transportation of public school pupils (in thousands of dollars)							Public school buses			Transporta- tion cost as percent of current ex- penditures for educa- tion in elementary and second- ary schools	
	Total	Supplies and main- tenance for buses and garage			Trans- porta- tion insur- ance		Other expense ¹	Average cost per pupil trans- ported	Annual mileage of buses to and from schools (in thousands)	Average cost per bus mile		
		Salaries	Replace- ment of vehi- cles	NA	NA	NA						
1	2	3	4	5	6	7	8	9	10	11		
United States	\$981,006	NA	NA	NA	NA	NA	\$57.27	1,974,583	\$0.50	3.7		
North Atlantic	326,884	NA	NA	NA	NA	NA	72.84	405,896	.81	4.1		
Connecticut	15,839	\$748	\$168	\$497	(2)	\$14,426	50.16	28,533	.56	3.6		
Delaware	2,794	139	15	31	---	2,609	50.80	6,083	.46	3.4		
Maine	6,835	1,744	1,052	1,157	117	2,766	52.37	(3)	---	6.0		
Maryland	19,805	5,178	1,003	1,504	---	12,120	54.67	41,204	.48	3.7		
Massachusetts	23,397	878	283	288	23	21,926	56.65	34,400	.68	3.2		
New Hampshire	3,884	311	103	204	23	3,242	58.96	7,997	.49	5.2		
New Jersey ⁴	28,978	7,200	994	2,136	341	18,307	66.99	---	---	2.9		
New York	160,617	38,158	7,130	15,345	(4)	99,984	108.16	151,000	1.06	4.9		
Pennsylvania	57,926	8,778	1,613	8,319	460	38,756	50.55	125,825	.46	4.0		
Rhode Island	3,251	497	---	169	(4)	2,584	47.20	6,353	.51	3.1		
Vermont	2,813	645	242	467	56	1,403	58.52	3,863	.73	5.0		
District of Columbia	745	NA	NA	NA	NA	NA	(7)	638	(7)	.7		
Great Lakes and Plains	293,581	111,911	25,411	38,829	3,502	113,924	60.36	640,932	.46	3.9		
Illinois	41,371	11,467	2,836	5,399	673	20,995	66.95	67,796	.61	2.9		
Indiana	32,749	5,063	3,056	1,689	298	22,642	62.42	48,436	.68	4.8		
Iowa	20,463	8 20,463	(8)	(8)	(8)	(8)	75.87	55,665	.37	4.9		
Kansas	13,978	4,615	6,091	2,956	317	---	95.89	33,533	.42	4.6		
Michigan	44,099	23,506	6,946	6,592	901	6,154	63.00	88,255	.50	3.2		
Minnesota	29,552	8,481	---	3,873	335	16,863	74.14	52,000	.57	5.2		
Missouri	24,382	7,984	2,091	4,376	432	9,498	46.33	62,008	.39	4.8		
Nebraska	5,729	2,082	1,185	1,024	137	1,300	97.02	17,548	.33	3.2		
North Dakota	7,037	2,027	846	1,689	90	2,385	118.35	25,431	.28	8.6		
Ohio	35,923	20,890	---	7,237	---	7,796	31.75	100,637	.36	2.7		
South Dakota	4,283	1,074	283	958	84	1,883	112.46	13,713	.31	4.8		
Wisconsin	34,015	4,259	2,077	3,036	235	24,408	86.69	75,910	.45	5.9		
Southeast	185,946	111,426	21,973	37,532	2,934	12,079	38.30	513,154	.36	4.0		
Alabama	12,032	8 12,032	(8)	(8)	(8)	(8)	30.25	41,388	.29	3.5		
Arkansas	9,453	4,384	1,276	3,076	290	426	44.96	25,600	.37	4.6		
Florida	14,981	9,378	1,317	3,043	218	1,025	40.57	34,860	.43	2.1		
Georgia	21,873	11,531	3,539	5,728	278	798	42.27	53,997	.41	4.2		
Kentucky	15,648	6,763	1,723	4,151	338	2,673	40.22	46,933	.33	5.2		
Louisiana	26,751	23,534	1,014	1,592	579	33	57.87	43,887	.61	6.0		
Mississippi	13,088	5,505	2,386	4,875	65	256	41.82	44,611	.29	6.6		
North Carolina	49 15,439	9,7655	9,3435	9,4051	---	9,297	5 25.81	60,928	.25	2.9		
South Carolina	9,561	4,998	2,537	1,482	230	314	27.16	40,586	.24	3.4		
Tennessee	15,484	6,364	688	2,456	297	5,679	36.63	44,517	.35	4.0		
Virginia	19,273	11,266	2,590	4,583	503	331	33.62	52,061	.37	3.6		
West Virginia	12,363	8,016	1,468	2,495	136	247	48.34	23,786	.52	6.2		
West and Southwest	174,595	85,185	13,696	22,216	2,253	51,246	59.71	414,601	.42	2.6		
Alaska	9 2,630	9 506	9 157	9 203	9 25	9 1,739	113.99	9 2,904	.91	4.4		
Arizona	9 10 5,275	10 5,275	(10)	(10)	(10)	(10)	44.37	9 26,088	.20	2.2		
California	62,258	35,749	(11)	(11)	(11)	11	26,509	66.52	129,000	.48	2.1	
Colorado	8,768	4,641	869	1,994	212	1,052	56.13	26,833	.33	3.0		
Hawaii	1,185	48	23	92	---	1,022	49.77	---	---	1.1		
Idaho	4,506	1,585	361	1,179	108	1,273	52.62	11,965	.38	5.2		
Montana	6,014	1,066	707	694	110	3,438	120.05	12,796	.47	5.7		
Nevada	2,189	987	320	390	50	443	60.73	4,180	.52	3.1		
New Mexico	7,946	596	222	238	95	6,794	72.43	14,350	.55	5.1		
Oklahoma	10,653	4,797	2,276	2,513	363	704	52.44	29,038	.37	3.7		
Oregon	11,412	4,623	943	2,317	290	3,240	50.22	23,871	.48	3.8		
Texas	25,437	11,473	4,884	7,587	471	1,022	51.72	84,258	.30	2.0		
Utah	3,471	2,071	346	643	31	380	40.57	6,641	.52	2.3		
Washington	19,647	10,800	2,228	3,824	426	2,370	55.85	37,106	.53	3.9		
Wyoming	3,204	970	360	542	72	1,260	127.13	12 5,571	.58	5.8		
Outlying Areas:												
Canal Zone	130	---	---	---	---	130	16.99	---	---	1.3		
Guam	923	923	---	---	---	---	77.71	1,714	.54	6.5		
Puerto Rico	5,722	---	---	---	---	5,722	57.53	---	---	3.6		
Trust Territory	276	---	---	---	---	276	(14)	28	(14)	5.2		
Virgin Islands	13 402	NA	NA	NA	NA	NA	111.85	13 212	1.90	---		

¹ Includes contracted services, fares for public transportation, and payments in lieu of transportation.

² Data for column 6 included in column 7.

³ State no longer collects these data.

⁴ Data from *Current Expenditures by Local Educational Agencies, 1967-68* (OE-22026-68).

⁵ Data adjusted for number of pupils transported to arrive at this computation.

⁶ Data for column 6 reported in fixed charges (table 40).

Table 43.—Current expenditures for community services, public summer elementary and secondary day schools, adult education programs, and community colleges, for States and other areas reporting: United States, 1967-68¹

[In thousands of dollars]

Region and State or other area	Community services				Summer elementary and secondary day schools				Adult education				Community colleges (under local boards of education)			
	Total expenditures for community services	Public libraries (under local boards of education)			Total summer schools	Salaries ²	Supplies and other expenses	Total adult education	Salaries ²	Supplies and other expenses	Total community colleges	Salaries ²	Supplies and other expenses	Total community colleges	Salaries ²	Supplies and other expenses
		Non-public schools	Other community services	Total summer schools												
1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Total for States reporting	\$218,592	NA	NA	NA	\$105,894	NA	NA	\$151,864	NA	NA	\$390,069	NA	NA			
North Atlantic	64,072	NA	NA	NA	57,407	NA	NA	14,622	NA	NA	36,054	NA	NA			
Connecticut	1,393	---	\$834	\$559	(3)	---	---	1,627	\$1,512	\$115	---	---	---			
Delaware	207	---	---	---	35	\$30	\$5	165	150	15	---	---	---			
Maine	100	---	59	40	191	149	42	676	475	201	---	---	---			
Maryland	15,966	\$14,865	211	890	---	---	---	3,829	3,090	739	15,790	\$12,459	\$3,331			
Massachusetts	4,506	1,732	1,980	794	1,591	1,484	107	1,465	1,401	64	931	828	103			
New Hampshire	126	---	126	---	83	76	7	102	84	18	---	---	---			
New Jersey	9,286	7,068	2,218	1,801	453,536	445,523	48,013	6,417	---	---	---	---	---			
New York	17,003	---	17,003	5	45,536	445,523	48,013	(4)	(4)	(4)	19,333	---	---			
Pennsylvania	9,458	---	1,052	8,405	---	---	---	(6)	---	---	19,333	---	---			
Rhode Island	474	---	106	368	134	126	9	269	233	35	---	---	---			
Vermont	49	(7)	25	23	36	35	1	72	63	9	---	---	---			
District of Columbia	8,504	---	---	---	(8)	---	---	(8)	---	---	---	---	---			
Great Lakes and Plains	48,497	NA	NA	NA	28,840	NA	NA	31,312	NA	NA	19,661	15,080	4,580			
Illinois	---	---	---	---	11,462	10,763	699	10,830	9,016	1,814	261	261	---			
Indiana	4,718	---	4,718	5,894	4,906	987	3,759	2,516	1,242	---	---	---	---			
Iowa	2,168	---	2,168	(8)	---	---	(8)	---	---	2,261	1,788	473	---			
Kansas	197	---	---	---	150	100	50	127	---	---	---	---	---			
Michigan	13,845	4,576	9,269	4,477	4,157	320	6,086	5,468	617	---	---	---	---			
Minnesota	1,522	---	1,522	2,791	---	---	2,635	---	---	---	---	---	---			
Missouri	11,628	---	---	---	---	---	569	357	211	15,320	11,508	3,812	---			
Nebraska	31	31	---	483	422	61	922	706	216	1,819	1,523	295	---			
North Dakota	56	---	56	---	---	---	---	---	---	---	---	---	---			
Ohio	11,212	---	11,212	---	3,583	3,583	---	3,414	3,414	---	---	---	---			
South Dakota	67	---	---	67	(3)	---	---	404	---	---	---	---	---			
Wisconsin	3,053	38	3,015	---	---	---	---	2,566	2,530	36	---	---	---			
Southeast	17,023	3,882	3,752	9,386	15,104	13,682	1,421	40,813	NA	NA	70,424	54,977	15,448			
Alabama	66	---	66	66	---	---	---	1,883	---	---	---	---	---			
Arkansas	---	---	---	---	---	---	586	406	180	---	---	---	---			
Florida	---	---	---	---	(5)	---	---	8,567	8,567	---	54,806	43,226	11,581	---		
Georgia	3,310	3,310	---	---	---	---	7,215	6,253	963	1,929	1,585	344	344	---		
Kentucky	149	28	120	7,195	7,195	---	962	765	197	---	---	---	---			
Louisiana	3,516	---	3,288	227	259	259	495	495	---	36	36	---	---			
Mississippi	49	---	49	9	326	308	18	813	548	265	13,653	10,130	3,523	---		
North Carolina	---	---	---	---	9	253	9	162	9	162	---	---	---			
South Carolina	1,726	172	464	1,090	677	592	85	6,995	2,077	4,918	---	---	---			
Tennessee	7,083	---	7,083	---	6,394	5,075	1,318	3,310	2,566	743	---	---	---			
Virginia	---	---	---	---	---	---	8,045	5,958	2,087	---	---	---	---			
West Virginia	1,124	372	751	---	---	---	1,780	1,452	327	---	---	---	---			
West and Southwest	89,000	335	586	88,080	4,543	NA	NA	65,117	NA	NA	263,930	NA	NA			
Alaska	60	---	60	40	---	---	81	---	---	36	---	---	---			
Arizona	2,158	281	20	1,856	---	---	335	306	29	---	---	---	---			
California	68,589	---	68,589	---	---	---	53,069	43,453	9,616	257,361	209,969	47,392	---			
Colorado	890	38	853	---	553	494	59	1,243	1,009	234	---	---	---			
Hawaii	---	---	---	---	---	---	149	137	12	---	---	---	---			
Idaho	---	---	---	2	(3)	---	475	371	104	678	533	144	144	---		
Montana	2	---	2	2	---	---	---	475	371	104	678	533	144	144	---	
Nevada	9	---	9	259	232	28	833	701	132	---	---	---	---			
New Mexico	148	---	119	30	255	255	---	152	152	---	49	---	---			
Oklahoma	1,111	2	447	662	---	---	526	386	140	578	275	303	303	---		
Oregon	435	---	435	435	1,014	878	136	(10)	(10)	10	5,228	4,106	1,122	1,122	---	
Texas	10,714	---	10,714	---	---	---	4,097	2,923	1,174	---	---	---	---			
Utah	3,728	14	3,714	1,383	1,212	171	480	417	63	---	---	---	---			
Washington	1,033	---	1,033	1,039	---	---	992	---	---	---	---	---	---			
Wyoming	123	---	123	---	---	---	---	---	---	---	---	---	---			
Outlying Areas:																
Canal Zone	639	---	---	639	75	70	5	---	---	---	935	666	268			
Puerto Rico	7,482	1,129	125	6,228	118	118	---	1,471	1,123	348	---	---	---			

¹ Totals are for States reporting this information.

² Includes salaries of both instructional and noninstructional personnel.

³ Included with current expenditures for regular day schools.

⁴ Data for columns 9, 10, and 11 included in columns 6, 7, and 8, respectively.

⁵ Data for summer schools are included in other expenditure tables.

⁶ A total expenditure of \$7,464,482 for adult education is included in other expenditure tables.

⁷ Less than \$500.

⁸ Data for columns 6 and 9 are included in column 2.

⁹ Data for 1965-66 school year.

Table 44.—Expenditures for capital outlay by local school agencies, and State and Federal aid for school plant capital outlay purposes, by State or other areas: United States, 1967-68

[In thousands of dollars]

Region and State or other area	Capital outlay by local school systems										Aid for school plant capital outlay purposes	
	Land and buildings ¹					Equipment ¹					Publicly- owned vehicles and other transport- ation equipment	State aid
	Total capital outlay	Total land and buildings	Sites (when not included with buildings)	New build- ings and additions to buildings	Remod- eling or improve- ment of build- ings	Total equip- ment	School library books	Furniture and equipment	10			
1	2	3	4	5	6	7	8	9	10	11	12	
United States	\$4,255,791	\$3,438,016	NA	NA	NA	\$817,779	NA	NA	NA	\$414,944	\$76,142	
North Atlantic	1,069,027	939,421	NA	NA	NA	129,606	NA	NA	NA	112,389	11,983	
Connecticut	33,732	28,523	\$4,454	\$24,069	(3)	5,209	---	---	(4)	\$5,209	14,966	---
Delaware	27,365	21,186	1,479	19,707	—	6,179	—	\$6,179	—	—	13,828	—
Maine	18,066	15,586	810	14,091	\$685	2,480	—	2,480	—	—	2,037	43
Maryland	124,875	104,515	11,998	88,137	4,380	20,359	—	19,230	1,129	20,501	5,321	
Massachusetts	77,927	65,655	827	\$64,828	(3)	12,272	—	12,272	—	—	—	—
New Hampshire	16,212	13,462	669	\$12,793	(3)	2,750	—	2,750	—	—	2,427	—
New Jersey	189,457	169,463	14,380	\$155,083	(3)	19,995	—	19,995	—	—	—	549
New York	323,826	300,203	12,732	\$287,471	(3)	23,623	—	23,623	—	—	—	272
Pennsylvania	5211,962	5180,167	NA	NA	NA	31,794	NA	NA	NA	50,976	5,732	
Rhode Island	20,028	17,819	985	16,648	186	2,210	\$357	1,769	84	3,777	66	
Vermont	9,160	6,898	748	5,818	332	2,262	—	2,027	235	3,877	—	—
District of Columbia	16,417	15,944	NA	NA	NA	473	—	473	—	—	—	—
Great Lakes and Plains	1,353,987	1,148,216	108,740	1,012,668	26,808	205,773	37,074	156,367	12,332	52,563	18,937	
Illinois	208,775	178,897	31,060	\$147,837	(3)	29,877	—	28,220	1,657	18,476	8,713	
Indiana	5198,809	169,837	14,739	145,662	9,436	28,972	—	27,627	1,345	—	32	
Iowa	57,352	39,407	2,542	35,053	1,812	17,945	—	17,945	—	—	715	
Kansas	55,958	49,791	771	49,020	—	6,168	—	3,912	2,256	—	26	
Michigan	253,500	232,135	21,798	203,198	7,139	21,365	560	18,850	1,955	—	489	
Minnesota	129,047	107,836	6,932	\$100,904	(3)	21,210	21,210	—	—	—	10	
Missouri	106,726	87,156	6,351	80,772	33	19,570	331	17,775	1,464	1,899	6,958	
Nebraska	25,688	21,272	1,641	18,219	1,412	4,417	32	3,764	621	—	285	
North Dakota	15,257	12,546	939	11,607	—	2,712	(4)	2,712	(4)	1,866	1,199	
Ohio	180,870	146,260	13,241	130,890	2,129	34,610	14,941	16,750	2,919	30,322	412	
South Dakota	13,478	11,147	1,435	9,233	479	2,331	—	2,331	—	—	89	
Wisconsin	108,527	91,932	7,291	80,273	4,368	16,596	—	16,481	115	—	9	
Southeast	736,091	596,808	38,524	522,541	35,744	139,285	15,358	113,106	10,821	85,825	16,928	
Alabama	38,086	26,200	(7)	\$19,853	6,347	11,885	(8)	\$9,337	2,548	1,955	333	
Arkansas	32,585	28,996	2,171	26,168	657	3,590	—	3,116	474	—	85	
Florida	121,780	99,769	6,381	87,435	5,953	22,011	1,802	19,347	862	23,024	8,261	
Georgia	104,750	94,003	4,220	85,274	1,509	10,749	—	10,665	84	24,043	929	
Kentucky	30,338	21,048	3,497	15,617	1,934	9,290	(8)	\$8,421	869	17,464	25	
Louisiana	71,730	61,790	4,162	54,785	2,843	9,941	—	9,828	113	—	172	
Mississippi	33,726	26,486	1,203	24,704	579	7,240	5,558	1,257	425	—	294	
North Carolina	63,250	42,097	4,920	30,181	6,997	21,153	1,107	19,285	761	—	595	
South Carolina	32,773	25,424	2,093	23,331	—	7,349	—	7,349	—	9,045	5,124	
Tennessee	79,009	63,664	2,356	57,637	3,671	15,345	6,891	5,506	2,948	10,294	82	
Virginia	100,433	84,796	5,896	75,480	3,420	15,637	—	14,150	1,487	—	1,028	
West Virginia	27,631	22,535	1,625	19,076	1,834	5,095	—	4,845	250	—	—	
West and Southwest	1,096,686	753,571	NA	NA	NA	343,115	NA	NA	NA	164,167	28,294	
Alaska	10,560	10,770	NA	NA	NA	10,1790	NA	NA	NA	—	247	
Arizona	33,647	26,737	(7)	\$23,551	3,186	6,910	(8)	\$5,671	1,239	—	1,950	
California	505,244	256,905	75,618	—	181,287	248,339	(11)	(11)	1,248,339	121,029	11,987	
Colorado	39,772	31,448	2,471	26,000	2,977	8,324	(8)	\$7,106	1,218	—	557	
Hawaii	17,831	17,270	1,913	15,005	352	561	—	561	—	16,754	1,614	
Idaho	10,664	8,095	588	6,618	889	2,569	—	2,173	396	—	378	
Montana	19,948	16,665	299	15,320	1,046	3,284	14	(4)	4,3270	—	614	
Nevada	19,089	17,476	932	14,314	2,230	1,612	—	1,545	67	—	466	
New Mexico	25,119	21,385	1,311	19,476	598	3,735	—	3,529	206	459	2,510	
Oklahoma	28,921	26,258	2,769	23,489	—	2,663	1,188	1,071	404	—	4,726	
Oregon	50,136	42,521	3,235	38,011	1,275	7,615	(6)	\$7,615	(6)	—	103	
Texas	206,168	173,846	11,294	\$162,552	(3)	32,322	—	32,322	—	—	1,638	
Utah	31,550	27,010	2,774	21,895	2,341	4,540	113	4,128	299	3,990	1,016	
Washington	95,973	78,074	4,598	66,597	6,879	17,898	—	16,008	1,890	21,935	386	
Wyoming	2,064	1,111	568	543	—	953	—	801	152	—	102	
Outlying Areas:												
Canal Zone	3,947											

Table 45.—Expenditures for debt service for public school purposes, by State or other area:

United States, 1967-68¹

[In thousands of dollars]

Region and State or other area	Expenditures for debt service						Expenditure to school housing authority or similar agencies				Total expend- itures for interest (columns 5, 6, & 11)	
	Principal		Interest									
	Total	Redemp- tion of serial bonds	Repay- ment of non- bonded debt	On bonds	On non- bonded debt	Payments into sink- ing fund	Other debt service	Total	Redemp- tion of bonds	Interest		
1	2	3	4	5	6	7	8	9	10	11	12	
United States	\$2,993,877	\$1,494,583	\$576,282	\$832,330	\$24,703	\$32,429	\$33,547	\$199,444	\$78,670	\$120,774	\$977,810	
North Atlantic	1,200,960	494,033	436,405	231,147	13,680	17,915	7,801	135,185	40,948	94,237	339,064	
Connecticut	60,265	244,765	—	315,500	—	—	—	—	—	—	15,500	
Delaware	17,503	12,068	—	5,346	—	—	89	—	—	—	5,346	
Maine	7,897	5,080	—	2,163	—	—	654	972	684	288	2,452	
Maryland	66,741	40,467	—	26,274	—	—	—	—	—	—	26,274	
Massachusetts	75,817	56,271	—	19,546	—	—	—	—	—	—	19,546	
New Hampshire	10,806	7,633	—	3,031	—	141	1	—	—	—	3,031	
New Jersey	99,722	60,791	—	38,930	—	(*)	—	—	—	—	38,930	
New York	795,004	247,692	429,952	103,876	13,485	—	—	—	—	—	117,360	
Pennsylvania	45,209	29,100	—	211,500	—	17,705	6,904	134,213	40,264	93,949	105,449	
Rhode Island	10,715	7,095	26	3,591	4	—	—	—	—	—	3,595	
Vermont	11,301	3,071	6,427	1,390	191	69	153	—	—	—	1,581	
District of Columbia ⁵	—	—	—	—	—	—	—	—	—	—	—	
Great Lakes and Plains	732,768	407,589	81,296	229,556	5,507	—	8,820	29,400	12,862	16,538	251,603	
Illinois	141,004	96,514	—	44,255	—	—	235	—	—	—	44,255	
Indiana	39,821	13,258	16,647	3,131	918	—	5,867	27,832	11,579	16,253	20,303	
Iowa	27,718	18,451	—	9,266	—	—	—	—	—	—	9,266	
Kansas	17,620	11,379	—	4,651	—	—	1,590	—	—	—	4,651	
Michigan	117,144	53,715	2,582	60,350	—	—	488	—	—	—	60,360	
Minnesota	64,108	35,200	—	28,454	—	—	454	—	—	—	28,454	
Missouri ⁶	48,855	30,611	225	18,017	2	—	—	—	—	—	18,019	
Nebraska ⁷	22,416	9,808	6,832	5,757	19	—	—	—	—	—	5,776	
North Dakota	15,917	4,402	8,758	2,652	105	—	—	1,132	1,009	123	2,880	
Ohio	144,439	91,386	14,179	37,226	1,648	—	—	—	—	—	38,874	
South Dakota	4,224	2,626	—	1,598	—	—	—	—	—	—	1,598	
Wisconsin	89,502	40,239	32,073	14,189	2,815	—	186	436	274	162	17,167	
Southeast	357,839	183,084	44,757	104,937	5,022	4,674	15,362	34,832	24,844	9,988	119,948	
Alabama	8,617	5,258	—	3,214	—	—	145	—	—	—	3,214	
Arkansas	16,666	9,492	1,187	5,594	162	—	230	—	—	—	5,757	
Florida	49,840	25,420	9,426	14,344	523	—	125	—	—	—	14,868	
Georgia	29,823	9,641	13,490	6,433	—	—	259	22,622	14,969	7,653	14,086	
Kentucky	23,401	14,468	704	8,159	50	—	19	—	—	—	8,209	
Louisiana	53,597	25,036	1,466	16,897	295	—	9,903	—	—	—	17,192	
Mississippi ⁷	17,517	10,638	2,782	3,976	104	—	17	—	—	—	4,080	
North Carolina	26,549	8 14,609	8 1,596	2 10,000	8 294	8 50	—	—	—	—	10,294	
South Carolina ⁹	16,407	3,898	7,209	230	3,074	970	1,026	12,210	9,875	2,335	5,639	
Tennessee ⁶	43,462	24,891	255	15,220	—	3,027	69	—	—	—	15,220	
Virginia	62,606	32,880	6,642	18,369	520	627	3,569	—	—	—	18,888	
West Virginia	9,354	6,853	—	2,501	—	—	—	—	—	—	2,501	
West and Southwest	702,290	409,877	13,824	266,690	494	9,840	1,564	27	16	11	267,195	
Alaska	5,923	3,358	—	2,454	—	—	110	—	—	—	2,454	
Arizona ⁶	28,778	15,275	—	6,202	—	7,301	—	—	—	—	6,202	
California	316,085	176,249	—	139,836	—	—	—	—	—	—	139,836	
Colorado	37,819	18,937	8,059	9,939	133	14	737	27	16	11	10,083	
Hawaii	6,176	4,303	—	1,873	—	—	—	—	—	—	1,873	
Idaho	6,874	4,886	—	1,900	—	—	88	—	—	—	1,900	
Montana	10,796	7,435	—	3,360	—	—	—	—	—	—	3,360	
Nevada	12,018	6,588	—	5,430	—	—	—	—	—	—	5,430	
New Mexico	16,798	14,885	—	1,913	—	—	—	—	—	—	1,913	
Oklahoma	29,074	23,767	—	5,274	—	—	33	—	—	—	5,274	
Oregon	23,741	16,697	198	6,846	—	—	—	—	—	—	6,846	
Texas	139,963	71,162	5,567	62,428	345	2	459	—	—	—	62,773	
Utah ⁷	21,000	14,458	—	3,969	16	2,523	34	—	—	—	3,985	
Washington	40,460	26,594	—	13,866	—	—	—	—	—	—	13,866	
Wyoming	6,785	5,283	—	31,400	—	—	103	—	—	—	1,400	
Outlying Areas:												
Puerto Rico	2,009	—	2,009	—	—	—	—	—	—	—	—	

¹ Includes expenditures for debt service by local school systems which have been supplemented to some extent by expenditures made by State governments and local governments other than school systems.² Estimated by Office of Education.³ Data from Fall 1967 Statistics of Public Schools (OE-20007-67).⁴ Less than \$500.⁵ District of Columbia expenditures are on a pay-as-you-go basis.⁶ Includes expenditures reported made from sinking funds: Arizona, principal \$7,034,415; Mississippi, principal

\$8,239,713 and interest \$3,975,685; Missouri, principal \$335,000 and interest \$428,465; Nebraska, principal \$29,000; Tennessee, principal \$20,769,475 and interest \$12,909,969; and Utah, principal \$2,100,000 and interest \$396,746.

⁷ Includes expenditures reported made from sale of refunding bonds: Mississippi, \$2,397,964; Nebraska, \$261,635; and Utah, \$101,000.⁸ Data for 1965-66 school year.⁹ Includes expenditures by the Educational Finance Commission. NOTE.—Because of rounding, detail may not add to totals.

Table 46.—Status of school bonds and other indebtedness for public school purposes, by State:

United States, 1967-68

[In thousands of dollars]

Region and State	Bonds outstanding at beginning of year	Bonded indebtedness						Nonbonded indebtedness at end of year	Total indebtedness at end of year	Total amount in school sinking funds at end of year for term bonds			
		Bonds issued during year			Bonds retired during year	Bonds outstanding at end of year							
		Total	For new capital outlay	For refunding bonds									
1	2	3	4	5	6	7	8	9	10				
United States ¹	\$26,166,016	\$2,826,302	\$2,821,168	\$5,134	\$1,575,501	\$27,416,816	\$2,882,976	\$30,299,793	\$74,330				
North Atlantic	9,148,959	927,134	923,582	3,552	525,056	9,551,037	647,769	10,198,806	976				
Connecticut	454,068	30,880	230,880	—	324,113	460,835	67,760	528,595	—				
Delaware	56,203	22,212	22,212	—	12,068	66,346	—	66,346	—				
Maine	73,016	15,769	15,769	(4)	6,331	82,455	(5)	82,455	128				
Maryland	734,492	104,816	104,816	—	40,314	798,993	—	798,994	—				
Massachusetts	601,271	75,000	75,000	—	56,271	620,000	—	620,000	—				
New Hampshire	90,757	12,244	12,244	—	7,633	95,368	—	95,368	—				
New Jersey	³ 1,128,318	129,582	126,030	3,552	³ 59,900	³ 1,198,000	—	1,198,000	—				
New York	3,005,690	232,946	232,946	(4)	259,171	2,979,465	564,522	3,543,986	—				
Pennsylvania	2,866,192	289,271	289,271	—	³ 49,100	³ 3,106,363	—	3,106,363	—				
Rhode Island	100,654	13,155	13,155	—	7,095	106,715	111	106,826	—				
Vermont	38,298	1,259	1,259	—	3,060	36,497	15,376	51,873	848				
District of Columbia ²	—	—	—	—	—	—	—	—	—				
Great Lakes and Plains	7,177,933	794,297	793,948	349	429,872	7,542,359	611,626	8,153,985	29,458				
Illinois	1,275,618	198,323	198,323	—	95,839	1,378,102	191,320	1,569,422	—				
Indiana	456,140	83,287	83,287	—	24,837	514,591	³ 49,909	564,500	—				
Iowa	286,116	36,752	36,752	—	18,451	304,416	—	304,416	—				
Kansas	241,524	34,859	34,859	—	23,096	253,287	—	253,287	—				
Michigan	1,590,418	163,280	163,280	—	53,715	1,699,984	—	1,699,984	—				
Minnesota	773,696	85,540	85,540	(4)	35,200	824,037	19,857	843,894	—				
Missouri	456,476	42,909	42,909	—	30,102	469,283	—	469,283	^{29,458}				
Nebraska	170,687	18,013	17,664	349	9,828	178,871	1,749	180,620	—				
North Dakota	69,099	2,293	2,293	—	4,553	66,839	6,107	72,946	—				
Ohio	1,226,550	96,601	96,601	—	91,386	1,231,766	213,044	1,444,810	—				
South Dakota	43,022	6,091	6,091	—	2,626	46,486	—	46,486	—				
Wisconsin	588,587	26,349	26,349	—	40,239	574,697	129,640	704,337	—				
Southeast	3,503,148	397,515	396,438	1,077	211,453	3,689,209	36,535	3,725,744	12,570				
Alabama	88,521	3,145	3,145	—	5,225	86,441	—	86,441	—				
Arkansas	161,915	31,326	30,249	1,077	10,679	182,562	1,339	183,901	—				
Florida	397,515	28,529	28,529	—	25,420	400,624	15,926	416,550	—				
Georgia	513,184	25,138	25,138	—	24,610	513,712	—	513,712	—				
Kentucky	241,612	57,010	57,010	—	14,468	284,154	3,000	287,154	—				
Louisiana	469,068	53,091	53,091	—	25,294	496,865	16,270	513,135	—				
Mississippi	115,904	9,286	9,286	—	8,186	117,003	—	117,003	—				
North Carolina	³ 298,040	16,960	16,960	—	³ 15,000	³ 300,000	—	300,000	—				
South Carolina	179,555	35,008	35,008	—	17,947	196,617	—	196,617	^{7,490}				
Tennessee	420,710	52,466	52,466	—	24,891	448,284	—	448,284	—				
Virginia	³ 540,544	73,336	73,336	—	32,880	³ 581,000	—	581,000	—				
West Virginia	76,580	12,220	12,220	—	6,853	81,947	—	81,947	5,080				
West and Southwest	6,335,976	707,356	707,200	156	409,120	6,634,211	1,587,046	8,221,258	31,326				
Alaska	28,306	7,527	7,527	—	3,358	32,476	—	32,476	—				
Arizona	177,059	15,212	15,212	—	15,357	176,914	—	176,914	—				
California	2,887,329	244,950	244,950	—	175,115	2,957,164	1,579,066	4,536,230	—				
Colorado	299,044	36,185	36,130	55	19,556	315,673	7,980	323,654	^{19,695}				
Hawaii	55,415	—	—	—	4,273	51,142	—	51,142	—				
Idaho	54,814	6,664	6,664	—	4,886	56,592	—	56,592	^{5,727}				
Montana	84,730	10,395	10,395	—	7,435	87,690	—	87,690	—				
Nevada	133,162	5,273	5,273	—	6,588	131,847	—	131,847	—				
New Mexico	55,570	8,918	8,918	—	14,886	49,601	—	49,601	—				
Oklahoma	³ 159,790	34,977	34,977	—	23,767	³ 171,000	—	171,000	—				
Oregon	193,330	23,247	23,247	—	16,471	200,106	—	200,106	^{5,127}				
Texas	1,659,727	233,953	233,953	(4)	71,093	1,822,587	—	1,822,587	—				
Utah	119,296	15,491	15,390	101	14,458	120,329	—	120,329	777				
Washington	390,659	55,654	55,654	—	26,594	419,718	—	419,718	—				
Wyoming	37,745	8,910	8,910	—	5,283	41,372	—	41,372	—				

¹ Includes estimates for nonreporting States and supplementary data for indebtedness incurred by governmental units other than local school systems, when such data were not reported by the States.² Data have been supplemented by reference to *Bond Sales for Public School Purposes, 1967-68* (OE-22009-68).³ Estimated by Office of Education.⁴ Data for column 5 included in column 4.⁵ Data for column 8 included in column 7.⁶ Data obtained from published annual State report.⁷ The District of Columbia does not issue bonds for school construction.⁸ Includes \$30,477,568 of State advances for school construction.

NOTE.—Because of rounding, detail may not add to totals.

Table 47.—Value¹ of school property owned by local education agencies for public school purposes,
for States reporting: United States, 1967-68

[Columns 2 through 5 in thousands of dollars]

Region and State	Total	Sites (when not included with building)	Buildings	Equipment	Value of property per pupil in average daily attendance
		1	2	3	4	5	6
Total for States reporting	² \$31,680,073	NA	NA	NA	\$1,491
North Atlantic	7,654,148	NA	NA	NA	1,850
Connecticut	952,714	---	\$860,579	\$92,136	1,654
Delaware	298,411	\$13,591	262,565	22,255	2,720
Maine	267,716	NA	NA	NA	1,243
Maryland	1,272,263	---	1,166,617	105,646	1,699
New Hampshire	191,618	---	172,456	19,162	1,498
Pennsylvania	4,320,651	179,511	3,742,316	398,824	2,033
Rhode Island	³ 220,000	10,340	194,700	14,960	1,486
Vermont	130,775	NA	NA	NA	1,530
Great Lakes and Plains	13,550,503	NA	NA	NA	1,689
Illinois	⁴ 3,637,545	237,188	3,015,990	384,367	1,805
Indiana	2,034,109	75,081	1,731,515	227,513	1,921
Iowa	895,929	NA	NA	NA	1,450
Minnesota	1,604,613	83,692	1,307,571	213,351	2,005
Missouri	1,435,093	---	1,298,533	136,560	1,647
Nebraska	473,556	---	421,905	51,651	1,521
North Dakota	232,845	6,832	200,676	25,337	1,642
Ohio	3,236,813	183,552	2,732,554	320,707	1,466
Southeast	5,979,175	259,289	4,456,567	597,958	1,002
Alabama	665,361	NA	NA	NA	845
Arkansas	389,653	19,718	333,247	36,688	944
Georgia	902,135	41,318	752,755	108,062	903
Kentucky	³ 680,000	3,820	621,780	54,400	1,070
Louisiana	843,197	46,086	686,168	110,943	1,089
Mississippi	³ 550,000	22,000	467,500	60,500	1,019
South Carolina	519,529	23,898	447,834	47,797	859
Tennessee	999,674	74,795	805,350	119,528	1,204
West Virginia	429,626	27,654	341,933	60,040	1,106
West and Southwest	4,496,247	NA	NA	NA	1,444
Arizona	356,764	14,191	295,444	47,130	974
Colorado	742,875	47,252	600,616	95,008	1,554
Montana	288,048	(⁵)	⁵ 251,482	36,567	1,793
Nevada	179,255	12,080	147,440	19,736	1,717
Oklahoma	327,036	NA	NA	NA	585
Oregon	799,108	51,890	636,051	111,167	1,880
Utah	498,436	33,619	414,454	50,363	1,766
Washington	1,304,725	82,725	1,085,000	137,000	1,771

¹ While the principal basis for determining "value" is original cost plus cost of all additions and alterations, other bases used probably include insurance and replacement costs.

² Detail does not add to total because some States were unable to provide a breakdown by sites, buildings, and equipment.

³ Office of Education estimate based on prior data plus reported construction.

⁴ Data are incomplete. Original cost used in most cases; appraised cost used in others.

⁵ Data for column 3 included in column 4.

Table 48.—Average annual salary of instructional staff¹ in full-time public elementary and secondary day schools, by State: United States, 1949-50 to 1967-68

Region and State	Unadjusted dollars					Adjusted dollars (1967-68 purchasing power) ²				
	1949-50	1959-60	1963-64	1965-66	1967-68	1949-50	1959-60	1963-64	1965-66	1967-68
1	2	3	4	5	6	7	8	9	10	11
United States ³	\$3,010	\$5,174	\$6,240	\$6,935	\$7,630	\$4,324	\$5,990	\$6,879	\$7,388	\$7,630
North Atlantic	---	---	---	---	8,200	---	---	---	---	8,200
Connecticut	3,558	6,008	\$7,368	7,826	8,400	5,111	6,956	8,122	8,337	8,400
Delaware	3,273	5,800	\$6,879	7,864	7,900	4,701	6,715	7,583	8,378	7,900
Maine	2,115	3,694	5,085	5,451	6,300	3,038	4,277	5,606	5,807	6,300
Maryland	3,594	5,557	\$6,616	7,238	8,316	5,162	6,434	7,293	7,711	8,316
Massachusetts	3,338	5,545	6,680	7,932	8,383	4,795	6,420	7,364	8,450	8,383
New Hampshire	2,712	4,455	5,372	6,001	6,450	3,896	5,158	5,922	6,393	6,450
New Jersey	3,511	5,871	\$6,689	7,332	8,167	5,043	6,797	7,374	7,811	8,167
New York	3,706	6,537	7,717	8,475	8,600	5,323	7,569	8,507	9,028	8,600
Pennsylvania	3,006	5,308	6,297	7,314	7,450	4,318	6,146	6,942	7,792	7,450
Rhode Island	3,294	5,499	6,297	6,999	7,650	4,732	6,367	6,942	7,456	7,650
Vermont	2,348	4,466	5,616	5,848	6,450	3,373	5,171	6,191	6,230	6,450
District of Columbia	3,920	6,280	7,132	(8)	(8)	5,631	7,271	7,862	(8)	(8)
Great Lakes and Plains	---	---	---	---	7,768	---	---	---	---	7,768
Illinois	3,458	5,184	\$6,600	7,408	8,000	4,967	6,002	7,276	7,892	8,000
Indiana	3,401	5,542	6,772	7,495	8,200	4,885	6,417	7,465	7,984	8,200
Iowa	2,420	\$4,030	5,445	\$6,100	7,382	3,476	4,666	6,003	6,498	7,382
Kansas ¹⁰	2,62	4,450	5,420	6,723	3,775	5,152	5,975	6,627	6,723	
Michigan	3,420	5,654	6,919	7,445	8,000	4,912	6,546	7,628	7,931	8,000
Minnesota	3,013	5,275	6,374	6,995	7,859	4,328	6,107	7,027	7,452	7,859
Missouri ¹⁰	2,581	4,536	5,588	6,807	3,707	5,252	6,160	6,512	6,807	
Nebraska	2,292	3,876	4,873	5,528	6,250	3,292	4,488	5,372	5,889	6,250
North Dakota	2,324	3,695	4,860	5,402	5,750	3,338	4,278	5,358	5,755	5,750
Ohio	3,088	5,124	6,296	7,034	7,600	4,436	5,933	6,941	7,493	7,600
South Dakota	2,064	3,725	4,569	5,136	5,425	2,965	4,313	5,037	5,471	5,425
Wisconsin ¹⁰	3,007	7,537	4,319	5,638	6,927	6,594	7,537			
Southeast	---	---	---	---	6,569	---	---	---	---	6,569
Alabama	2,111	4,002	4,760	5,450	5,900	3,032	4,634	5,247	5,806	5,900
Arkansas	1,801	3,295	4,063	4,676	5,723	2,587	3,815	4,479	4,981	5,723
Florida	2,958	5,080	6,227	6,639	7,500	4,249	5,882	6,865	7,073	7,500
Georgia	1,963	5,619	6,775	2,820	4,520	5,437	5,986	6,775		
Kentucky	1,936	3,327	4,606	5,453	6,500	2,781	3,852	5,078	5,809	6,500
Louisiana	2,983	4,978	5,304	5,985	7,448	4,285	5,764	5,847	6,376	7,448
Mississippi	1,416	3,314	3,945	4,410	4,735	2,034	3,837	4,349	4,698	4,735
North Carolina	2,688	4,178	5,197	5,661	6,443	3,861	4,837	5,729	6,031	6,443
South Carolina	1,391	3,450	4,386	4,963	5,750	2,716	3,994	4,835	5,287	5,750
Tennessee	2,302	3,929	4,782	5,318	6,170	3,307	4,549	5,272	5,665	6,170
Virginia	2,328	4,312	5,355	5,717	6,900	3,344	4,992	5,903	6,090	6,900
West Virginia	2,425	3,952	4,730	5,433	6,300	3,483	4,576	5,214	5,788	6,300
West and Southwest	---	---	---	---	8,100	---	---	---	---	8,100
Alaska ¹²	---	6,859	\$8,364	8,520	9,658	---	7,941	9,220	9,076	9,658
Arizona	3,556	5,590	6,678	7,498	7,500	5,108	6,472	7,362	7,988	7,500
California	—	6,600	7,958	8,817	9,450	—	7,641	8,773	9,393	9,450
Colorado	2,821	4,997	6,078	6,640	7,175	4,052	5,786	6,700	7,074	7,175
Hawaii	—	5,390	\$6,061	7,169	8,100	—	6,241	6,682	7,637	8,100
Idaho	2,481	4,216	5,085	5,565	6,200	3,564	4,881	5,606	5,928	6,200
Montana	2,962	5,485	5,908	6,650	4,255	5,123	6,047	6,294	6,650	
Nevada	3,209	5,693	6,454	7,375	8,200	4,609	6,591	7,115	7,857	8,200
New Mexico	3,215	5,382	6,022	6,937	7,299	4,618	6,231	6,639	7,390	7,299
Oklahoma	2,736	4,659	5,399	5,824	6,203	3,930	5,394	5,952	6,204	6,203
Oregon	3,323	5,535	6,557	7,168	7,738	4,773	6,408	7,228	7,636	7,738
Texas	3,122	4,708	5,601	6,330	6,675	4,484	5,451	6,175	6,743	6,675
Utah	3,103	5,096	6,169	6,569	7,050	4,457	5,900	6,801	6,998	7,050
Washington	3,487	5,793	7,605	8,100	5,009	6,533	7,489	8,102	8,100	
Wyoming	2,798	4,937	6,180	6,431	7,277	4,019	5,716	6,813	6,851	7,277

¹ Includes supervisors, principals, classroom teachers and other instructional staff members.

² Based on Consumers Price Index published by the Bureau of Labor Statistics, U.S. Department of Labor. (See Technical Notes in Appendix.)

³ Beginning 1959-60, includes Alaska and Hawaii. Does not include District of Columbia for 1965-66 and 1967-68.

⁴ Data from Fall 1967 Statistics of Public Schools (OE-20007-67).

⁵ Partially estimated by Office of Education.

⁶ Includes salaries of clerical assistants to instructional personnel.

⁷ Includes salaries of attendance personnel.

⁸ Data not reported for the District of Columbia.

⁹ Includes salaries of school administrators.

¹⁰ Excludes vocational schools not operated as part of the regular public school system.

¹¹ Excludes kindergarten teachers.

¹² Because of the high cost of living in Alaska, salary data should not be directly compared with data for other States.

Table 49.—Unit expenditure data for public schools, by State or other area: United States, 1967-68

Region and State or other area	Current expenditures per pupil in average daily attendance ¹					Expenditures for interest on school debt per pupil in av- erage daily attendance ³	Current expenditures for school- age child (5 to 17) ¹	Total expenditures for all schools per capita of total population ⁴			
	Current expenditures per pupil in average daily membership	Annual		Expenditures for capital outlay per pupil in average daily attendance ³	Expenditures for interest on school debt per pupil in av- erage daily attendance ³						
		Amount	As percent of U. S. average								
1	2	3	4	5	6	7	8	9			
United States	\$621.12	\$658.26	\$100.00	\$3.68	\$104.24	\$23.95	\$521.00	\$166.67			
North Atlantic	771.75	834.58	126.8	4.62	112.01	35.53	612.74	179.98			
Connecticut	714.51	770.80	117.1	4.28	58.55	26.90	606.71	170.10			
Delaware	700.69	743.45	112.9	4.13	249.39	48.72	574.48	218.88			
Maine	501.10	528.93	80.4	2.92	83.89	11.39	448.47	137.88			
Maryland	653.38	719.11	109.2	3.92	166.72	35.08	549.62	197.01			
Massachusetts	676.95	735.82	111.8	4.07	78.82	19.77	544.93	153.38			
New Hampshire	551.19	584.45	88.8	3.25	126.73	23.69	427.22	136.49			
New Jersey	741.44	802.50	121.9	4.43	149.59	30.74	591.61	180.82			
New York	987.37	1,074.99	163.3	5.97	107.25	38.87	760.30	208.48			
Pennsylvania	640.99	681.70	103.6	3.75	99.74	49.62	503.18	153.78			
Rhode Island	631.41	705.86	107.2	3.92	135.31	24.29	483.71	143.15			
Vermont	624.56	664.22	100.9	3.87	107.18	18.50	516.05	161.10			
District of Columbia	769.59	849.02	129.0	4.80	123.93	—	595.08	166.33			
Great Lakes and Plains	⁵ 624.65	662.12	100.6	3.71	118.78	22.07	512.73	168.16			
Illinois	669.35	708.39	107.6	4.00	103.58	21.96	510.69	156.47			
Indiana	582.88	642.25	97.6	3.63	187.75	19.17	507.53	182.28			
Iowa	647.07	673.98	102.4	3.75	92.83	15.00	572.78	175.85			
Kansas	NA	641.52	97.5	3.59	117.97	9.80	504.65	160.19			
Michigan	NA	723.72	109.9	4.02	132.49	31.55	577.69	200.16			
Minnesota	665.14	715.96	108.8	4.03	161.25	35.56	570.11	203.62			
Missouri	NA	585.92	89.0	3.30	122.47	20.68	441.69	144.51			
Nebraska	550.19	571.47	86.8	3.20	82.50	18.55	469.51	147.37			
North Dakota	555.06	573.85	87.2	3.17	107.61	20.31	459.69	157.53			
Ohio	564.81	598.30	90.9	3.33	81.94	17.61	468.80	148.60			
South Dakota	536.44	558.41	84.8	3.13	84.12	9.97	481.01	157.21			
Wisconsin	668.34	703.21	106.8	3.91	131.34	20.78	511.05	169.86			
Southeast	⁵ 473.76	502.19	76.3	2.81	79.54	12.96	403.21	130.68			
Alabama	419.43	440.85	67.0	2.51	48.35	4.08	359.86	110.81			
Arkansas	473.05	497.33	75.6	2.84	78.94	13.95	402.53	123.84			
Florida	538.52	574.39	87.3	3.19	100.07	12.22	464.77	148.97			
Georgia	483.90	521.76	79.3	2.90	104.88	14.10	427.15	145.30			
Kentucky	445.29	473.01	71.9	2.72	47.75	12.92	358.23	108.53			
Louisiana	538.31	578.51	87.9	3.25	92.68	22.21	424.80	147.68			
Mississippi	345.52	368.86	56.0	2.08	62.50	7.56	294.44	107.38			
North Carolina	NA	478.09	72.6	2.66	56.71	9.23	394.97	120.02			
South Carolina	439.29	466.31	70.8	2.59	54.18	9.32	378.13	125.06			
Tennessee	440.18	461.48	70.1	2.62	95.13	18.32	378.37	123.96			
Virginia	526.27	559.07	84.9	3.09	105.74	19.89	448.13	146.40			
West Virginia	482.12	509.14	77.3	2.81	71.14	6.44	426.17	127.77			
West and Southwest	⁵ 607.39	631.68	96.0	3.56	103.16	25.13	544.34	183.18			
Alaska ⁷	894.37	933.45	141.8	5.29	165.20	38.39	727.67	269.00			
Arizona	619.46	643.07	97.7	3.67	91.83	16.93	511.13	169.82			
California	666.43	678.19	103.0	3.81	113.43	31.39	621.71	212.99			
Colorado	580.63	615.69	93.5	3.43	83.18	21.09	539.20	172.88			
Hawaii	619.15	662.42	100.6	3.73	112.78	11.85	489.42	166.10			
Idaho	NA	516.91	78.5	2.86	63.38	11.29	437.05	142.20			
Montana	607.15	654.91	99.5	3.62	124.16	20.91	536.82	185.52			
Nevada	637.76	673.65	103.1	3.78	182.81	52.00	621.63	221.30			
New Mexico	578.50	611.61	92.9	3.40	99.38	7.57	497.08	181.86			
Oklahoma	494.29	512.66	77.9	2.91	51.70	9.43	459.55	128.44			
Oregon	669.03	711.92	108.2	4.00	117.95	16.11	594.50	184.89			
Texas	513.37	547.28	83.1	3.13	88.08	26.82	430.29	144.11			
Utah	512.39	535.38	81.3	2.97	111.79	14.12	482.72	188.09			
Washington	NA	687.22	104.4	3.82	130.30	18.83	600.45	192.98			
Wyoming	653.43	684.15	103.9	3.80	25.68	17.42	617.75	183.60			
Outlying Areas:											
Canal Zone	713.74	741.82	112.7	3.97	291.40	—	913.45	279.34			
Guam	747.27	800.99	121.7	4.53	215.84	—	595.17	197.09			
Puerto Rico	248.87	263.52	40.0	1.44	35.50	—	213.43	70.41			
Trust Territory	—	—	—	—	—	—	182.10	57.43			

¹ Relates to current expenditures for elementary and secondary day schools, exclusive of fixed charges not allocable to pupil costs. (See table 40.)² Daily expenditures computed by dividing annual expenditure by the average length of school term.³ School facilities for which capital outlay and interest payments are incurred serve other educational programs as well as elementary and secondary schools (junior colleges, adult education, etc.). However, per pupil expenditures for capital outlay and interest are related to the number of pupils in

average daily attendance in elementary and secondary schools, the only such data available.

⁴ Includes total current expenditures, capital outlay, and interest.⁵ Includes estimates by the Office of Education.⁶ Included in these figures are capital outlays by nonschool agencies. (See table 40.)⁷ Because of the high cost of living in Alaska, unit expenditure data for this State cannot be readily compared with those for other States.

Table 50.—Current expenditures per pupil in average daily attendance in full-time public elementary and secondary day schools, by State or other area: United States, 1939-40 to 1967-68

Region and State or other area	1939-40	1949-50	1953-54	1955-56	1957-58	1959-60	1961-62	1963-64	1965-66	1967-68	
	1	2	3	4	5	6	7	8	9	10	11
United States average¹											
adjusted dollars (1967-68 purchasing power) ²											
	\$214.46	\$299.96	\$334.82	\$372.31	\$406.02	\$434.34	\$474.06	\$507.37	\$572.44	\$658.30	
Unadjusted dollars											
United States average ¹	\$88.09	\$208.83	\$264.76	\$294.22	\$341.14	\$375.14	\$419.00	\$460.24	\$537.35	\$658.30	
North Atlantic:											
Connecticut	109.18	254.62	296.80	340.87	393.90	436.08	493.71	541.17	632.94	770.80	
Delaware	108.52	258.77	325.42	365.35	446.43	455.5	485.11	550.28	667.39	743.45	
Maine	63.50	157.47	199.33	221.52	251.48	282.73	323.88	358.78	421.63	528.94	
Maryland	83.81	213.39	268.47	297.09	346.70	392.70	440.07	477.79	559.07	719.11	
Massachusetts	114.52	236.44	298.39	328.20	368.05	408.91	468.66	533.97	623.70	735.82	
New Hampshire	91.31	210.51	256.38	282.64	316.45	347.24	387.89	432.31	494.86	584.45	
New Jersey	136.42	279.81	333.31	381.96	443.29	387.54	535.43	579.26	666.27	802.50	
New York	156.86	295.02	361.99	425.61	506.78	561.59	641.90	744.22	858.43	1,074.99	
Pennsylvania	92.45	215.76	299.31	333.45	369.07	409.44	450.59	478.72	562.57	681.70	
Rhode Island	105.17	240.40	268.05	324.92	375.05	413.38	462.39	491.94	584.95	705.86	
Vermont	85.08	192.87	245.31	262.66	333.57	343.93	⁴ 407.60	435.83	512.69	664.22	
District of Columbia ..	131.74	256.24	302.10	348.87	399.95	431.16	462.30	511.03	⁴ 643.88	849.02	
Great Lakes and Plains:											
Illinois	115.19	258.46	318.81	353.48	385.52	438.41	504.77	511.64	591.06	708.39	
Indiana	86.13	235.49	279.57	291.22	339.11	368.68	429.61	450.63	531.35	642.25	
Iowa	86.47	230.53	273.91	299.05	340.65	367.71	411.06	457.22	514.86	673.98	
Kansas	82.61	218.57	263.79	294.68	330.09	347.72	410.34	449.11	^s 542.87	641.52	
Michigan	92.38	219.55	282.82	330.40	373.43	415.10	452.95	477.25	560.70	723.72	
Minnesota	100.38	242.24	286.59	324.57	374.79	425.21	473.80	516.42	^s 583.92	716.87	
Missouri	80.36	173.57	232.79	263.94	317.48	343.96	392.69	425.89	^s 490.76	585.92	
Nebraska	74.41	217.07	262.45	277.51	308.92	336.98	367.05	394.06	465.57	571.47	
North Dakota	68.87	226.27	262.40	286.80	323.81	366.69	403.04	425.25	483.01	573.85	
Ohio	96.37	202.12	253.83	282.91	331.20	365.04	397.23	433.78	486.54	598.30	
South Dakota	85.50	230.34	274.91	309.49	330.99	346.82	375.37	^s 407.54	^s 465.80	558.41	
Wisconsin	91.05	230.01	293.39	334.91	361.41	^s 413.04	^s 472.47	^s 514.02	^s 594.54	703.21	
Southeast:											
Alabama	36.16	117.09	150.88	187.64	202.98	241.15	242.29	291.57	363.22	442.10	
Arkansas	31.35	111.71	139.19	160.47	205.24	225.17	261.34	282.61	400.52	497.33	
Florida	58.35	181.27	228.74	257.60	306.54	317.64	350.58	394.95	459.93	574.39	
Georgia	42.16	123.37	177.41	194.03	247.00	253.47	288.81	317.22	391.04	521.76	
Kentucky	46.78	120.82	153.17	168.26	213.81	233.07	301.44	314.83	378.59	473.02	
Louisiana	56.58	214.08	246.65	281.68	357.30	371.94	388.28	390.30	465.27	578.52	
Mississippi	30.72	79.69	122.60	157.47	174.21	205.91	229.44	249.28	292.79	368.86	
North Carolina	40.86	140.82	176.97	188.69	218.61	237.24	301.08	317.50	376.40	478.09	
South Carolina	39.58	122.39	176.34	188.09	211.38	220.06	246.31	278.01	339.09	466.31	
Tennessee	44.29	132.17	166.36	188.95	210.64	238.07	259.06	296.01	365.60	461.48	
Virginia	47.91	145.56	192.56	213.50	244.47	274.21	320.60	360.77	430.13	559.07	
West Virginia	63.71	149.86	186.09	197.18	231.56	258.44	291.68	320.80	378.45	509.40	
West and Southwest:											
Alaska ⁷	163.86	317.19	411.46	418.66	524.17	546.32	619.37	672.68	780.88	933.45	
Arizona	96.26	240.70	281.63	312.35	370.25	403.56	447.23	476.17	537.78	643.07	
California	141.93	--	⁴ 314.51	⁴ 343.54	⁴ 390.92	⁴ 424.00	⁴ 457.00	504.56	573.09	678.19	
Colorado	92.04	219.66	279.76	305.58	345.68	396.14	429.45	472.08	542.24	615.69	
Hawaii	89.12	214.82	225.92	243.55	271.53	324.55	358.49	411.17	551.07	662.42	
Idaho	78.05	186.00	237.81	245.89	269.54	289.70	⁴ 321.30	349.94	425.16	516.91	
Montana	109.07	267.56	327.99	348.56	383.29	410.78	450.74	481.99	529.46	654.91	
Nevada	131.35	246.22	294.12	348.31	390.26	430.41	455.22	487.08	565.25	678.65	
New Mexico	76.36	222.48	264.71	318.01	341.90	362.67	410.81	466.14	528.99	611.61	
Oklahoma	63.03	207.05	223.87	249.35	282.01	311.36	332.74	354.18	442.53	512.66	
Oregon	97.42	272.00	336.72	356.53	403.67	448.33	504.18	545.19	622.29	711.92	
Texas	65.87	208.89	249.22	265.23	322.72	332.34	358.95	397.44	469.78	547.28	
Utah	78.47	178.56	208.18	240.50	291.40	322.45	350.38	411.22	460.47	535.41	
Washington	105.31	247.63	305.42	332.11	381.33	420.42	468.34	510.39	586.38	687.22	
Wyoming	108.51	262.77	329.86	344.77	415.92	450.38	499.94	532.93	593.10	684.15	
Outlying Areas:											
Canal Zone	82.06	196.40	233.63	272.84	293.58	362.91	395.29	--	633.85	741.82	
Guam	14.10	--	172.10	204.16	202.35	236.39	268.51	545.99	--	800.99	
Puerto Rico	27.56	70.21	83.72	90.44	109.13	106.21	154.29	344.27	219.00	263.52	
Virgin Islands	--	--	--	187.11	196.55	270.66	--	183.35	485.52	--	

Table 51.—Selected educational items related to personal income and other economic data for public school purposes, by State: United States, 1967-68

Region and State	Number of school-age children (5-17 years) per 1,000 adults (21-64 years) ¹	Personal income per capita of total population 1967 ²	Personal income per school-age child ^{1,2}	Personal income per pupil in average daily attendance ²	Current expenditures for elementary and secondary day schools as percent of personal income ^{2,3}
1	2	3	4	5	6
United States	527	\$3,162	\$12,129	\$15,324	4.30
North Atlantic	479	—	—	—	—
Connecticut	488	4,007	15,972	20,293	3.80
Delaware	542	3,541	13,063	16,906	4.40
Maine	552	2,603	10,063	11,868	4.46
Maryland	530	3,422	12,851	16,814	4.28
Massachusetts	494	3,554	14,468	19,536	3.77
New Hampshire	519	3,029	11,960	16,362	3.57
New Jersey	474	3,681	14,956	20,287	3.96
New York	457	3,810	16,083	22,740	4.73
Pennsylvania	481	3,187	12,919	17,502	3.89
Rhode Island	479	3,324	13,866	20,234	3.49
Vermont	550	2,822	10,773	13,866	4.79
District of Columbia	446	4,104	17,545	25,032	3.39
Great Lakes and Plains	548	—	—	—	—
Illinois	513	3,739	14,560	20,197	3.51
Indiana	548	3,198	11,962	15,137	4.24
Iowa	558	3,045	11,612	13,664	4.93
Kansas	548	3,028	11,456	14,563	4.41
Michigan	571	3,368	12,097	15,155	4.78
Minnesota	597	3,084	11,125	13,972	5.12
Missouri	513	3,013	11,953	15,856	3.70
Nebraska	564	3,066	11,673	14,208	4.02
North Dakota	612	2,527	9,023	11,263	5.09
Ohio	544	3,235	12,045	15,373	3.89
South Dakota	626	2,591	9,306	10,804	5.17
Wisconsin	575	3,115	11,490	15,810	4.45
Southeast	551	—	—	—	—
Alabama	567	2,163	7,920	9,703	4.54
Arkansas	547	2,144	8,292	10,245	4.85
Florida	517	2,901	11,640	14,386	3.99
Georgia	559	2,574	9,472	11,570	4.51
Kentucky	547	2,431	9,275	12,247	3.86
Louisiana	616	2,441	8,482	11,551	5.01
Mississippi	641	1,891	6,558	8,215	4.49
North Carolina	537	2,451	9,184	11,116	4.30
South Carolina	593	2,187	7,735	9,538	4.89
Tennessee	513	2,365	9,189	11,207	4.12
Virginia	521	2,814	10,783	13,453	4.16
West Virginia	522	2,329	9,069	10,835	4.70
West and Southwest	539	—	—	—	—
Alaska	661	3,798	12,549	16,097	5.80
Arizona	598	2,760	9,800	12,330	5.22
California	505	3,682	14,392	15,700	4.32
Colorado	556	3,051	11,244	12,839	4.80
Hawaii	580	3,237	11,266	15,249	4.34
Idaho	603	2,532	8,920	10,549	4.90
Montana	599	2,764	9,857	12,025	5.45
Nevada	514	3,634	13,904	15,179	4.47
New Mexico	704	2,471	7,961	9,796	6.24
Oklahoma	498	2,662	10,732	11,973	4.28
Oregon	513	3,092	12,033	14,410	4.94
Texas	567	2,764	10,080	12,820	4.27
Utah	673	2,611	8,527	9,457	5.66
Washington	529	3,394	12,915	14,781	4.65
Wyoming	589	2,908	10,427	11,548	5.92

¹ Population data are from U.S. Bureau of the Census estimates for July 1, 1967.

³ Current expenditures exclude fixed charges not allocable to pupil costs (table 40).

² Personal income data are for 1967 calendar year, from Office of Business Economics, Survey of Current Business, August 1969.

APPENDIX

TECHNICAL NOTES

COPY OF REPORT FORM OE-2097

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students						
a. Discussion						
b. Reading to class						
c. Hearing pupils read						
d. Operating audio-visual aids						
e. Administrating assignments & monitoring tests						
2. Working with Small Student Groups						
a. Discussion						
b. Skill reinforcement - Conducting drill exercises						
c. Hearing pupils read						
d. Assisting with student research						
3. Working with Individual Students						
a. Reinforcement of skills						
b. Assisting with student research						
c. Desk to desk individual help						
d. Reading to a student						
e. Hearing a student read						
4. Working with Staff						
a. Seeking out materials						
b. Attending meetings						
c. Assisting with Evaluation of Students						

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?

- 2) With whom do you spend most of your time planning for what you do?

- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.

- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES				
	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

Generally, the TAs indicated high job satisfaction but expressed some personal concerns and recommendations for change. This information was then relayed to the Curriculum Associates by the DS Coordinators. Several changes are occurring and different results appear to be emerging during the second year of the experimental phase. A copy of the actual log sheets used is found in Appendix B.

Reactions from other staff members at Parker and Spring Creek about the role and performance of the TA have been mixed. Staff members feel most positive about the assistance that TAs provide to individuals and small groups of students, the working relationship between TAs and other staff members, and the willingness with which the TAs have performed the tasks requested of them. On the other hand, staff members have been concerned with the difficulty in trying to develop a new role for the district, with identifying when a TA can and cannot work with students on his own, and in overcoming the feelings that the TA is another clerical aide.

Some district personnel (not directly teaching or working in the DS schools) have expressed concern about the future impact of the TA program as it relates to protecting educators. The most usual question from those connected to the professional teaching associations is, "If you can hire three Teaching Assistants for the same amount as one teacher, what is to prevent boards and administrators from replacing some teachers with Teaching Assistants?" The response of the DS Coordinators has been that of recognizing that a potential problem exists and that a solution will have to be found. We do not have the answer ready this instant, but we do feel that the answer is not to abolish the TA position. One of the recommendations in the

following section relates to this issue.

The other major issue, primarily among those involved in personnel practices in the district, is the question of how much time should the TA work directly with students, and what kinds of activities should the TA be allowed to conduct with them. The development of the TA position to date indicates to the DS Coordinators a strong need to produce a clear and concise description of the TA role, with specific guidelines for time allotments for the TAs activities with students. This is necessary to prevent the use of TAs as substitutes for absent teachers, and insure that TAs will not be expected to plan lessons, conduct the activities, and evaluate students. Planning lessons, conducting activities, and evaluating students are aspects of the role of the certificated teacher. Only the second of these, that of conducting activities, should properly be included in the TA role; indeed, it is the basic function of the TA. A second recommendation of the next section is offered as part of the response for those concerns.

In summary, the data so far indicate that Teaching Assistants are generally performing the tasks originally expected of them in the position. Further, there has been no emerging effort on the part of the Spring Creek and Parker staffs to seek more Teaching Assistants by releasing some of their certified teachers. Finally, neither staff has demonstrated a willfull intent to misuse the Teaching Assistants in any way. In fact, there has been a concerted effort in both schools to be extremely careful that the TAs are not misused and that they are asked to perform only their expected role.

RECOMMENDATIONS

The following recommendations are proposed by the DS Coordinators after studying the data gathered to date and after much deliberation and consultation with the Personnel Director, Area Directors, principals and teachers in the DS schools, and the Teaching Assistants themselves. They are presented as ideas for the beginning of further discussion and negotiation about the role of the TA and its potential for the Eugene School District.

The first recommendation addresses itself to the issue raised by many professional educators, namely, that the Teaching Assistant program is a major potential threat to teachers because approximately three Teaching Assistants can be employed for one average teaching salary. The recommendation has the following four components:

- 1) We propose that the district board and administration consider a major change in the budget allotments for the staffing of schools. It is suggested that an allotment be established, as is presently the case, for the provision of a necessary number of professional and clerical staff.
- 2) A basic change we propose is that the district in addition establish a flexible allotment for staffing each school. There would be no restrictions on the use of this allotment for either professional or non-certified staff. However, each school staff would be required to show evidence to the administration of having evaluated its needs for staff, to indicate to the administration the intended utilization of personnel acquired from the flexible allotment, and to provide a plan of

action for evaluating the results of that staff performance.

The flexible allotment would allow each staff to decide whether the needs of the program would best be met by the use of TAs or of other specialists.

- 3) It is proposed that a school with a well-designed plan for staffing and evaluation of its program at a designated time could request the addition of Teaching Assistants from the monies allotted for certificated or non-certificated staff. It is suggested at this time, however, that a limit be set upon the amount of money that could be used from either allotment.
- 4) Finally, it is suggested that the EEA TEPS committee, the District Personnel Director, and the area directors work jointly with the DS Coordinators and the TAs to develop final guidelines for the previous three sections of this recommendation. These guidelines would be completed by June, 1972.

The second recommendation relates directly to the role of the Teaching Assistant, and proposes the acceptance of the position in the district's staffing pattern as an alternative way of providing education for students. The recommendation is as follows:

We propose that the Teaching Assistant position be accepted as a regular position in the staffing pattern of the Eugene School District. Acceptance of this proposal would not necessarily provide each school in the district to have an equal number of TAs. It would mean that the position is available for schools that determine that Teaching Assistants could help them to improve the program

in that school. We mean that the district will have a set of guidelines for selecting Teaching Assistants, a description of the actual roles that the TA can perform, and a policy stating who is responsible for supervision and evaluation of the TA. It is suggested that these guidelines be developed by the same group formed in recommendation number 1.

A final recommendation is that the five elementary schools presently participating in the DS Project be provided monies to continue the Teaching Assistant Program. This provision would cover the transitional period until the studies are completed regarding the methods of budgeting in schools, the final rate of pay, and the TA role description. It is proposed that an increase in salary be granted to those TAs who have worked for one or two years in the project's experimental phase. It is further recommended that the monies needed for this recommendation be drawn from the present budget allotment for the experimental phase of the DS Project.

A FINAL REMARK

In summary, we strongly recommend that the Teaching Assistant position be established in the district as another alternative way to organize staffs for instruction. The data indicate very positive outcomes from the program to date. Recognizing the various concerns and problems also indicated by the data, the DS Coordinators will continue through the rest of this year to make the adjustments necessary to overcome the concerns.

We are convinced that the recommendations proposed in this report are realistic for the district in terms of how the district can finance such a program, how guidelines should be established for further development of the Teaching Assistant role, and what requirements must be placed upon school staffs that decide to utilize the services of the TA.

Appendix A

EUGENE PUBLIC SCHOOLS

Differentiated Staffing Project
May, 1970

PARAPROFESSIONAL
ROLE ANALYSIS

Description

The paraprofessional shall provide instructional assistance to the certified staff. The main responsibility will be to serve as teaching technician, performing a number of teaching tasks with students.

Specific Functions

- 1) Provide individual research help for students seeking assistance.
- 2) Serve as listener and helper to small reading groups.
- 3) Serve as a discussion leader for large or small groups.
- 4) Seek out information and materials for instruction by self or other unit staff members.
- 5) Provide assistance to teachers in analyzing individual student progress.
- 6) Assist teachers in the creation of learning packages or programs.
- 7) Operate audio-visual aids for groups of students.
- 8) Salary and contract hours are presently being considered.

Personal Qualities Desired

- 1) Demonstrates positive attitude toward children.
- 2) Demonstrates awareness of educational goals and objectives.
- 3) Possesses ability to relate positively with other adults.
- 4) Demonstrates ability to follow instructions and carry out necessary tasks.
- 5) Demonstrates desire to improve self skills and instructional skills necessary to the position.

Appendix B

EUGENE PUBLIC SCHOOLS
Differentiated Staffing Project
Instructional Assistants Log - 1970-71

NAME _____ DATE _____
SCHOOL _____ DAY _____
LOGGED _____

A. Estimate the time in minutes spent on each task.

TASK	NO. OF MINUTES				
	Mon	Tues	Wed	Thurs	Fri
1. Working with Total Class of Students					
a. Discussion					
b. Reading to class					
c. Hearing pupils read					
d. Operating audio-visual aids					
e. Administrating assignments & monitoring tests					
2. Working with Small Student Groups					
a. Discussion					
b. Skill reinforcement - Conducting drill exercises					
c. Hearing pupils read					
d. Assisting with student research					
3. Working with Individual Students					
a. Reinforcement of skills					
b. Assisting with student research					
c. Desk to desk individual help					
d. Reading to a student					
e. Hearing a student read					
4. Working with Staff					
a. Seeking out materials					
b. Attending meetings					
c. Assisting with Evaluation of Students					

	Mon	Tues	Wed	Thurs	Fri
5. Clerical Duties					
a. Reproducing test, worksheets, transparencies					
b. Constructing materials (bulletin boards, games, etc.)					
c. Correcting papers and tests					
d. Housekeeping					
e. Hearing a student read					
6. Supervision Duties					
a. Recess supervision					
b. Noon duty					
c. Halls supervision					
d. Field trips					
7. Working Alone					
a. Planning					
b. Research					

B. List difficulties or problems encountered during the week. How were they resolved?

C. List any tasks performed that do not fit the categories in section A. How much time did the tasks take?

NAME _____

SCHOOL _____

DATE _____

- 1) From whom do you receive most of your supervision?
- 2) With whom do you spend most of your time planning for what you do?
- 3) Discuss any general thoughts or feelings about the position of Teaching Assistant (paraprofessional) that you might have at this time.
- 4) Are there any particular kinds of training programs that you think would be beneficial at this time in assisting you in fulfilling your responsibilities better?

TECHNICAL NOTES

For background information on procedures followed in the preparation of this publication, a few notes are offered. These pertain to rounding, data limitations, comparability, coverage, adjustments of dollar amounts to degrees of inflation, and the form used in collecting the data. This additional information will be helpful in the interpretation of educational data summarized in this report.

Limitations of Data

Data for this report were furnished by State and Territorial departments of education of the States, the District of Columbia, and the outlying areas on a questionnaire mailed out by the U.S. Office of Education. It is important to recognize that the States must overcome many difficulties in their efforts to obtain complete and accurate information from the numerous local and intermediate administrative units. These agencies must keep records that will permit them to report on a uniform basis the data needed for the effective planning of local and State educational programs.

Public elementary and secondary education is primarily a State and local responsibility, and records and report systems in each State are designed mainly to meet legal and administrative requirements. However, it is felt that the use of a standard form for collecting data from all of the States and other areas tends to minimize the variations in data collection. Handbook I¹ and the later handbooks on school activities, school property, staff, and pupils which provide uniform educational terminology and definitions, were available in each State education agency as a guide to uniform reporting. Where State education agencies have deviated from prescribed definitions and instructions, the statistical tables in this report have been annotated accordingly. As the effort of the States to implement the handbooks progresses, the data reported in this survey will become more complete and accurate.

Comparability With Bureau of the Census Data

The Bureau of the Census collects and publishes data

on enrollment and, to some extent, data on public school organization and finances. However, because of differences in data-collection methods, definitions, coverage, and time references, these data are only roughly comparable with those collected by the Office of Education from the various State and other area departments of education.

Geographic Coverage

All references to national totals are for the United States which, beginning with 1959-60, comprised the 50 States and the District of Columbia. National totals for the years prior to 1959-60 represent totals for the States constituting the United States as of the time to which the data apply. Data, to the extent available, are shown separately for each of the outlying areas of the United States—American Samoa, Canal Zone, Guam, Puerto Rico, Trust Territory of the Pacific Islands, the Virgin Islands, and Department of Defense Overseas schools—but these are not included in the national totals.

The four regions of the United States, as used in this report, are the North Atlantic, Great Lakes and Plains, Southeast, and West and Southwest. The States comprised in each region are as follows:

North Atlantic: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia.

Great Lakes and Plains: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

West and Southwest: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Adjustments in Terms of 1967-68 Dollars

Adjustments of certain expenditure and income data in terms of dollars of 1967-68 purchasing power are based

¹*The Common Core of State Educational Information* (Office of Education Bulletin 1953, No. 8).

on the Consumer Price Index published by the Bureau of Labor Statistics, U.S. Department of Labor. Monthly index numbers were averaged on a July-to-June basis to correspond with the school year.

Estimates of the population and Labor Force

All population and labor force data were obtained from publications of the Bureau of the Census and the Bureau of Labor Statistics.

Population figures shown for the United States include persons in the Armed Forces stationed in each State but exclude members of the Armed Forces overseas. Beginning in 1951-52, comparisons were made between the total U.S. population as of July 1 (the beginning of the school year) and the enrollments for the school year. Thus, the population estimates as of July 1, 1951, were compared with the enrollment data for the school year 1951-52. For all previous years, population estimates were as of the end of the school year.

The population 5 to 17 years of age relates to the civilian noninstitutional population of the United States.

Per capita national income data are based on estimates of the total population which includes the Armed Forces overseas.

The labor force includes persons 16 years² old and over who were employed or in the Armed Forces. Calendar-year averages of the labor force were converted to a July-to-June basis by taking a simple average of the appropriate calendar-year figures.

National Income and Personal Income

Data on national income and personal income were obtained from the *Survey of Current Business*, published by the Office of Business Economics, U.S. Department of Commerce.

National income is the aggregate earnings of labor and property (before taxes) which arise from the current production of goods and services by the Nation's economy.

Personal income is the current income received by individuals, by unincorporated businesses, and by non-profit organizations from all sources, including transfer payments (social security payments, veterans' benefits, etc.) and Government interest but excluding transfers among persons.

²Effective January 1967 the lower limit for official statistics on labor force data was raised from 14 to 16 years of age.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Washington, D.C. 20202

BUDGET BUREAU NO. 51-968022
APPROVAL EXPIRES: 10/31/70

STATE ELEMENTARY AND SECONDARY SCHOOL STATISTICS, 1967-68

FOR THE YEAR ENDING		STATE (or Territory)	
June 30, (or _____), 1968			
REPORT PREPARED BY (Name)	TITLE		
TELEPHONE	AREA CODE	NUMBER	EXTENSION

PART I - ADMINISTRATIVE UNITS' PERSONNEL, AND PUPILS

INSTRUCTIONS AND DEFINITIONS OF TERMS

This report-form for the school year ending June 30, 1968 is substantially the same as the one used for the preceding biennial survey (*school year ending June 30, 1966*) and conforms to the items and definitions in Handbook I, *The Common Core of State Educational Information*, Office of Education Bulletin 1953, No. 8. Handbook I therefore serves as the basic manual of instructions for this report. It is essential that the definitions and explanations in the Handbook be observed in order that reports from the various States may be comparable.

Please note that each table contains numbers in parentheses, generally appearing next to line items or at the heads of columns. These numbers correspond to item numbers in Handbook I (pages 18-19), and have been inserted for ready reference to more complete definitions of items contained in the Handbook. Headnotes have been provided in a number of tables calling attention to pages in Handbook I containing particularly pertinent discussions of items in the tables in question. Attention is also called to the Glossary of Terms on pages 1-16 of Handbook I, which contains the definitions of general terms that are used in many different items.

Every effort should be made to furnish figures for all items pertinent to your State. Where exact information is not available for any item, carefully made estimates are acceptable, provided they are labeled as such ("EST."). Aggregates may be entered in certain cases if detailed breakdowns are not available. Enter "N. App." in any cell which does not apply to your State, and a zero (0) where the amount to be reported is zero. If an item is pertinent to your State but data are not available and estimates cannot be made, enter "N.A.". *Do not leave any table or cell blank.*

Please explain *abnormal* increases or decreases from the amounts reported in previous years or major changes in organization or procedures which would substantially affect the data reported.

Tables 1-14 of this form are for *public* schools only, while tables 15-18 are for *nonpublic* schools.

- 2 -

[Numbers in parentheses (), generally appearing next to line items or at the head of columns, refer to numbered items in Handbook I which contain fuller explanations of terms used]

SECTION A.—STATISTICS ON PUBLIC SCHOOLS (ELEMENTARY AND SECONDARY SCHOOLS AND ADULT AND COMMUNITY COLLEGE PROGRAMS OF EDUCATION)

Table 1.—PERSONNEL OF STATE EDUCATION AGENCIES

NOTE: For general discussion of contents of this table see pages 17-20 in Handbook I; exclude vocational rehabilitation personnel

Type of personnel	Number of positions	
	Full-time	Part-time (full-time annual equivalence basis 1/)
1. State boards of education (Include vocational and other State boards of education)		
a. Number of members of the State board of education 2/ (1 + 12)		xxxxxxx
b. Educational services and other professional personnel (2 + 13)		
c. Secretarial and clerical personnel (3 + 14)		
d. Plant operation and maintenance personnel (4 + 15)		
TOTAL (sum of 1a thru 1d)		
2. State department of education		
a. Departmental management and service personnel		
(1) Chief State school officer and departmental staff who administer department and/or provide educational services to schools on <u>statewide</u> basis (includes deputy and assistant chief State school officers and division heads) (5)		
(2) Other personnel who help provide direct and indirect educational services to schools on <u>statewide</u> basis (includes consultants, advisers, specialists, etc.) (6)		
(3) Other personnel who provide educational services to schools in specific <u>regions</u> or <u>districts</u> of the State (includes consultants, supervisors, specialists, etc. in various fields) (7)		
b. Secretarial and clerical assistants to departmental management and service personnel (8)		
c. Plant operation and maintenance personnel (9)		
TOTAL (sum of 2a thru 2c)		
d. Personnel for other programs operated by State department of education		
(1) Administrative heads of programs, such as State museum, teacher retirement, etc., except schools or colleges, by name of program: (10)		
(2) Aides to administrative heads of other programs, except schools or colleges, by name of program: (11)		

1/For definition see Section I "Personnel of State Education Agencies" on page 17 of Handbook I.

2/Include ex-officio members.

Table 2.-NUMBER OF INTERMEDIATE ADMINISTRATIVE UNITS, BY TYPE OF UNIT 1/

NOTE: See explanation on page 27 of Handbook I

Type of unit	Number
1. County intermediate units	(63)
2. Supervisory or superintendency units	(64)

1/ The administrative units reported here are intermediate between the State and the local basic administrative units and generally perform consultative, advisory, and statistical services.

Table 3.-PERSONNEL OF INTERMEDIATE ADMINISTRATIVE UNITS

NOTE: See explanation on pages 27 and 28 of Handbook I and Glossary of Terms

Type of personnel employed by intermediate administrative units	Number of positions	
	Full-time	Part-time (full-time equivalence)
1. Members of boards of education	(65)	XXXXXXX
2. Superintendents	(66)	
3. Deputy or assistant superintendents and other administrative staff	(67)	
4. Consultants or supervisors of instruction		
a. Serving only elementary schools	(68)	
b. Serving only secondary schools	(69)	
c. Serving both elementary and secondary schools	(70)	
5. Guidance and counseling personnel	(71)	
6. Psychological personnel (psychologists and psychometrists)	(72)	
7. Attendance officers	(73)	
8. Visiting teachers (home-school counselors)	(74)	
9. Health personnel (physicians, nurses, dental hygienists, etc.)	(75)	
10. Secretarial and Clerical personnel	(76)	
11. Other employed personnel	(77)	
Total (sum of 1 thru 11)		

Table 4.-BOARD PERSONNEL AND ADMINISTRATIVE PERSONNEL OF LOCAL BASIC ADMINISTRATIVE UNITS

NOTE: Data on local school trustees are omitted from the current report

Type of personnel	Number
1. Board personnel	
a. Members of local boards of education 1/	(145)
b. Members of other boards subordinate to local boards of education	(146)
2. Administrative personnel (excluding nonprofessional staff)	
a. Full-time superintendents 2/	(147)
b. Full-time assistants to superintendents, including business managers	(149)

1/ Include all persons who are members of controlling boards of education of administrative units (school systems) regardless of titles used.

2/ Include all chief executive officers of local basic administrative units regardless of title.

Table 5.-INSTRUCTIONAL PERSONNEL

To avoid duplication in reporting, personnel should be counted only once in one of the categories unless the time of such employees is prorated (see page 40 in Handbook I). The method used for classifying data on number of personnel should also be used for classifying salaries for such personnel in table 24.

SECTION A.-PRINCIPALS, SUPERVISORS, AND NONSUPERVISING INSTRUCTIONAL PERSONNEL (OTHER THAN CLASSROOM TEACHERS) IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

Professional instructional personnel, by type of school served	Number of positions (full-time equivalence)
1. Principals (including assistant principals and administrative deans)	
a. Serving elementary only	(150)
b. Serving secondary only	(151)
c. Serving both elementary and secondary (<u>not</u> a total of 1a and 1b)	(152)
Total principals (sum of 1a thru 1c)	
2. Supervisors of instruction or consultants (general or subject, including school library and audiovisual)	
a. Serving elementary only	(156)
b. Serving secondary only	(157)
c. Serving both elementary and secondary (<u>not</u> a total of 2a and 2b)	(158)
Total supervisors and consultants (sum of 2a and 2c)	
3. Librarians	
a. Serving elementary only	(166)
b. Serving secondary only	(167)
c. Serving both elementary and secondary (<u>not</u> a total of 3a and 3c)	(168)
Total librarians (sum of 3a thru 3c)	
4. Guidance and counseling personnel	
a. Serving elementary only	(172)
b. Serving secondary only	(173)
c. Serving both elementary and secondary (<u>not</u> a total of 4a and 4b)	
Total guidance personnel (sum of 4a thru 4c)	
5. Psychological personnel (psychologists and psychometrists)	(176)
6. Other nonsupervisory instructional personnel (e.g. audiovisual instructors, television instructors, etc.)	
Type of position	Organizational level
.....
.....
.....
.....
.....
.....
Total other nonsupervisory instructional personnel	
Total instructional personnel <u>excluding</u> classroom teachers (sum of 1 thru 6)	

Table 5.-INSTRUCTIONAL PERSONNEL (Continued)

SECTION B.—CLASSROOM TEACHERS IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS BY TYPE OF SCHOOL SERVED (Do Not Include Other Instructional Personnel)

Note: Teaching positions may be prorated by sex on the basis of the sex distribution of the individuals employed during the year.

Type of school served	Number of Classroom Teachers (full time equivalents)		
	Men	Women	Total
7. Serving elementary only			
a. Prekindergarten	(162)		
b. Kindergarten	(163)		
c. Elementary, other than prekindergarten and kindergarten	(164)		
Total elementary			
8. Serving secondary only	(165)		
Total classroom teachers (sum of 7 and 8)			
9. GRAND TOTAL INSTRUCTIONAL STAFF (Total Section A plus Total Section B)			

Table 6.—OTHER EMPLOYED PERSONNEL OF LOCAL BASIC ADMINISTRATIVE UNITS

NOTE: See explanation of "full-time" and "part-time" under
"Employed Personnel" on page 40 in Handbook I

Type of Personnel	Number of positions	
	Full-time	Part-time
1. Attendance personnel		
a. Attendance officers	(177) _____	(178) _____
b. Visiting teachers (home-school counselors)	(180) _____	xxxx
2. Health personnel		
a. Physicians, including psychiatrists	(182) _____	(183) _____
b. Dentists	(184) _____	(185) _____
c. Nurses	(186) _____	(187) _____
d. Dental hygienists	(188) _____	(189) _____
e. Other professional and technical health personnel	(190) _____	(191) _____
3. Secretarial and clerical personnel		
a. Assistants to administrative and other noninstructional personnel	(192) _____	(193) _____
b. Assistants to instructional personnel	(194) _____	(195) _____
c. Teacher aides (nonprofessional) 1/	_____	_____
4. Plant operation personnel (custodians, engineers, etc.)	(196) _____	(197) _____
5. Plant maintenance personnel (carpenters, painters, etc.)	(198) _____	(199) _____
6. Transportation personnel (employed by publicly owned systems)	(200) _____	xxxx
7. Food service personnel (supervisors, cooks, etc.)	(203) _____	(204) _____
8. Recreation personnel	(205) _____	(206) _____
9. Other employees	(207) _____	(207) _____
TOTAL (sum of 1 thru 9)	_____	_____

1/ Include staff members who perform activities of a nonteaching nature which are not classified as professional educational, but which assist a staff member to perform professional educational teaching assignments.

Table 7.—NUMBER OF PUBLIC SCHOOLS, BY TYPE OF ORGANIZED UNIT

DEFINITION OF SCHOOL: A division of the school systems consisting of a group of pupils composed of one or more grade groups, organized as one unit and housed in a school plant of one or more buildings. When more than one school is housed in one school plant, as is the case when the elementary and secondary levels are housed in the same school plant, entries should be made under each type of school.

See also definitions of various types of schools on pages 12-14 in Handbook I.

Type of school	Number of schools	Type of school	Number of schools
1. Elementary .....(106)		5. One-teacher schools (these schools are also included in items 1 and 2)	
2. Secondary		a. With 4 or fewer grades .....(114)	
a. Junior high .....(107)		b. With 5 or more grades .....(115)	
b. Senior high .....(108)		Total One-teacher schools	
c. Junior-senior and undivided high .....(109)		6. Community colleges or junior colleges (under control of local basic administrative unit) .....(113)	
d. Regular 4-year high .....(110)		7. Number of school buildings (elementary and secondary) available but <u>not</u> in use	
e. Incomplete regular high .....(111)			
f. Vocational or trade high .....(112)			
Total Secondary			
3. Combined elementary-secondary (not the sum of 1 + 2)			
4. GRAND TOTAL (1 + 2 + 3)			

Table 8.—ENROLLMENT, MEMBERSHIP, ATTENDANCE, AND AVERAGE LENGTH OF TERM IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS 1/

NOTE: For definitions of terms see Glossary and pages 36-39 in Handbook I

Item	Total PreK-12
Enrollment reported Fall 1967	
1. Enrollment (original entries)	
a. E ₁ .....(123,126,129,132)	
b. E ₂ .....(124,127,130,133)	
Total E ₁ + E ₂	*
2. Aggregate days membership <u>2/</u> .....(139 and 140)	
3. Average daily membership <u>3/</u> .....(139 and 140)	
4. Aggregate days attendance <u>4/</u> .....(141 and 142)	
5. Average daily attendance <u>5/</u> .....(141 and 142)	
6. Average length of term in days <u>6/</u> (item 4 ÷ item 5) .....(116 and 117)	

*If cumulative original entries are not reported here, please indicate the type of data substituted. (Check one)

net enrollment _____; membership as of _____; other (specify) _____.

1/ If overcrowded conditions make it necessary to hold two separate sessions with a different group of pupils in each session, pupils attending such sessions should be counted as full-time pupils. 2/ Sum of days absent and present of all pupils when school was actually in session. 3/ Sum of average daily daily membership reported by each school. 4/ Sum of days present (actually attended) of all pupils when school was actually in session. 5/ Sum of average daily attendance reported by each school. 6/ Aggregate days attendance divided by average daily attendance.

Public Adult and Community College Programs of Education—Note: Tables 9 and 10 apply only to those adult education and community college programs, operated by the school administrative unit, which are not under the jurisdiction of a board for higher education or 4-year institution of higher education. Do not include vocational rehabilitation programs. See explanation on pages 50 and 52 in Handbook I.

Table 9.—ADULT EDUCATION PROGRAMS
(excluding community and junior colleges)

Item	Number
STUDENTS	
1. Different students enrolled in noncredit courses (non-terminal)	(212) _____
2. Different students enrolled in high school credit courses	(214) _____
3. Total number of different students enrolled in all programs (not necessarily a total of 1 + 2)	(215) _____
EMPLOYED PERSONNEL	
4. Instructional personnel (full-time equivalence)	(216) _____
5. Noninstructional personnel (full-time equivalence)	(217) _____
DISTRICTS	
6. Districts which offer a program of public adult education	(105) _____

Table 10.—COMMUNITY COLLEGE PROGRAMS OF EDUCATION

Item	Number
STUDENTS	
1. Different students enrolled in noncredit courses (non-terminal)	(218) _____
2. Different students enrolled in terminal programs	(220) _____
3. Different students enrolled in college credit programs	
a. Full-time (12 or more credits)	(221) _____
b. Part-time (less than 12 credits)	(222) _____
4. Total different students enrolled in all programs (not necessarily a total of 1 thru 3)	(223) _____
EMPLOYED PERSONNEL	
5. Instructional personnel	Full-time _____ (224) _____
6. Noninstructional personnel	Part-time _____ (225) _____ (226) _____ (227) _____

Table 11.—ENROLLMENT AND TEACHERS IN PUBLIC SUMMER ELEMENTARY AND SECONDARY DAY SCHOOLS, SUMMER 1967

Number of different pupils enrolled			Number of teachers 1/		
Elementary (203)	Secondary (209)	Total	Elementary (210)	Secondary (211)	Total

1/ If teachers employed for the regular elementary and secondary school year also teach in the summer session, they should be included in both places.

Table 12.—TRANSPORTATION SERVICES PROVIDED BY REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

NOTE: "Number of pupils" in this table means average daily attendances

Item	Number
1. Number of pupils transported to and from <u>public</u> schools at public expense 1/ (439)	_____
2. Number of pupils transported to and from <u>nonpublic</u> schools at public expense (440)	_____
3. Number of pupils for whom subsistence was paid in lieu of transportation (441)	_____
4. Total annual mileage of regular school bus routes to and from school (442)	_____
5. Number of school bus accidents in which children were killed or fatally injured (443)	_____
6. Number of pupil deaths resulting from school bus accidents (444)	_____

1/ Include pupils transported in buses or small vehicles whether transportation was carried out under contract or by publicly-owned vehicles.

Table 13.—VEHICLES IN USE AND PURCHASED FOR THE PUPIL TRANSPORTATION PROGRAM

NOTE: Vehicles used to transport nonpublic school pupils are also to be included here

Items	Number of vehicles		
	Publicly owned	Privately owned	Jointly owned 2/
1. Number of vehicles in use:			
a. School buses	(415) _____	(420) _____	_____
b. Small vehicles (rated seating capacity of less than 12)	(416) _____	(421) _____	_____
c. Service vehicles	(417) _____	xxxx	xxxx
Total vehicles in use	_____	_____	_____
2. Number of vehicles purchased during the year for pupil transportation program:			
a. School buses	(418) _____	(422) 1/ _____	_____
b. Small vehicles, excluding service vehicles	(419) _____	xxxx	xxxx
Total vehicles purchased	_____	_____	_____

1/ Report here the number of school buses purchased during the year by private contractors for use in pupil transportation; this number is also included in item 420. 2/ The contractor may own the chassis and the school district own the body.

Table 14.—PUPILS SERVED AND SCHOOL PLANTS OPERATING SCHOOL-LUNCH PROGRAMS IN FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

NOTE: Include all public school-lunch programs which are operated from funds that are under the control of the school administrative unit, regardless of whether Federal school-lunch aid is received.

Item	Number
1. Average number of pupils served lunch per day from organized school programs 1/ (437)	_____
2. Total number of school plants in which an organized school-lunch program operated for 6 months or more (438)	_____

1/ Include all pupils served a lunch consisting of more than just milk or other beverage regardless of who pays for it. The average number of pupils should be determined by dividing the total number of pupils served by the number of days the lunch programs was in operation.

SECTION B - STATISTICS ON NONPUBLIC SCHOOLS (DENOMINATIONAL AND NONSECTARIAN)

NOTE: See Chapter 9 in Handbook I. If complete reports are not available from all nonpublic schools, please include an estimate for the missing data.

Table 15.-ENROLLMENT FOR THE STATE, BY GRADE, IN FULL-TIME NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

Grade	Number of pupils enrolled	Grade	Number of pupils enrolled
1. Nursery schools		13. Ninth grade (463)	
2. Kindergartens		14. Tenth grade (463)	
3. First grade (463)		15. Eleventh grade (463)	
4. Second grade (463)		16. Twelfth grade (463)	
5. Third grade (463)		17. Unclassified secondary (465)	
6. Fourth grade (463)		18. High school postgraduate ...	
7. Fifth grade (463)		19. Sum of 13 thru 18	
8. Sixth grade (463)		GRAND TOTAL (sum of 12 + 19)	1/
9. Seventh grade (463)			
10. Eighth grade (463)			
11. Ungraded and unclassified elementary (464)			
12. Sum of 1 thru 11			

1/ Enrollment data reported here represent: (Check one) Original entries _____; net enrollment _____; fall enrollment _____; membership as of _____; other (specify) _____.

Table 16.-NUMBER OF 12th GRADE GRADUATES FROM FULL-TIME NONPUBLIC HIGH SCHOOLS

Total	Boys (469)	Girls (469)

Table 17.-NUMBER OF FULL-TIME NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

1. Total (2+3+4)	2. With elementary grades only	3. With secondary grades only	4. With elementary and secondary grades combined (not a total of 2 and 3)

Table 18.-INSTRUCTIONAL STAFF IN FULL-TIME NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS
(TEACHERS, PRINCIPALS, LIBRARIANS, ETC.)

Item	Number of Personnel
	Full-time equivalence
1. Prekindergartens	
2. Kindergartens	
3. Elementary, excluding prekindergartens and kindergartens	
4. Total elementary (sum of 1 thru 3)	
5. Secondary, including junior high schools	
TOTAL INSTRUCTIONAL STAFF (sum of 4 and 5)	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68022
APPROVAL EXPIRES: 10/31/70

STATE ELEMENTARY AND SECONDARY SCHOOL STATISTICS, 1967-68

FOR THE YEAR ENDING		STATE (or Territory)	
June 30, (or REPORT PREPARED BY (Name)		), 1968 TITLE	
TELEPHONE	AREA CODE	NUMBER	EXTENSION

PART II - FINANCE

INSTRUCTIONS AND DEFINITIONS OF TERMS

This report-form is designed to collect basic financial data for public school systems for all levels of government (State, intermediate, and local) involved in educational activities. The report-form for the 1967-68 school year is substantially the same as the one employed in the preceding biennial survey (1965-66 school year), and conforms to the items and definitions in Handbook I, *The Common Core of State Educational Information*, Office of Education Bulletin 1953, No. 8. Handbook I therefore serves as the basic manual of instructions for this report. It is essential that the definitions and explanations in this Handbook be observed (unless otherwise noted) in order that the reports from the various States may be comparable. In a few instances, modifications in terminology were made to reflect the definitions in Handbook II, *Financial Accounting for Local and State School Systems*.

Please note that each table contains numbers in parentheses, generally appearing next to lines or at the heads of columns. These numbers correspond to item numbers in Handbook I and in several cases to item numbers in Handbook II and have been inserted for ready reference to more complete definitions of items contained in these Handbooks. Headnotes have been provided in a number of tables calling attention to pages in Handbook I containing particularly pertinent discussions of items in the tables in question. Attention is also called to the Glossary of Terms on pages 1-16 of Handbook I, which contains the definitions of general terms that are used in many different items.

Every effort should be made to furnish figures for *all* items pertinent to your State. Where exact information is not available for any item, carefully made estimates are acceptable, provided they are labeled as such ("EST."). Aggregates may be entered in certain cases if detailed breakdowns are not available. Enter "N. App." in any cell which does not apply to your State, and a zero (0) where the amount to be reported is zero. If an item is pertinent to your State but data are not available and estimates cannot be made, enter "N.A.". Do not leave any table or cell blank.

It should be noted that the expenditure data on salaries required for various categories of personnel in Part II of the report correspond to equivalent personnel items in Part I, and that the standard definitions of such items in Handbook I apply to both types of data.

Please explain *abnormal* increases or decreases from the amounts reported in previous years or major changes in organization or procedures which would substantially affect the data reported.

Numbers in parentheses (), generally appearing next to line items or at the heads of columns, refer to items in Handbook I which contain fuller explanations of terms used.

TABLE 19.—RECEIPTS FOR ADMINISTRATION BY THE STATE BOARD AND STATE DEPARTMENT OF EDUCATION INCLUDING THE VOCATIONAL BOARD AND DEPARTMENT EVEN WHEN ORGANIZED SEPARATELY

NOTE: Do NOT include money received for distribution to intermediate or local units or for vocational teacher training and vocational rehabilitation

Source of receipts for State administration	Amount
1. Receipts for State administration of all programs	
a. From the Federal Government	
(1) Vocational education	(16) \$ _____
(2) NDEA Titles	_____
(3) ESEA Titles	_____
(4) School lunch	_____
Other Federal programs (Specify program)	
(5) _____	_____
(6) _____	_____
(7) _____	_____
(8) _____	_____
(9) Other receipts (money for Indian education, money derived from Federal forest reserves, etc.)	(17) _____
Total Federal (sum of a(1) through a(9))	\$ _____
b. From the State	
(1) Appropriations for regular programs	(18) _____
(2) Appropriations for emergency programs	(22) _____
(3) Fees collected by State department of education for services	(20) _____
(4) Other receipts	(19) _____
Total State (sum of b(1) through b(4))	\$ _____
c. Philanthropic (money applied to State department functions)	(21) \$ _____
Total receipts for State administration (sum of a through c)	\$ _____

TABLE 20.—EXPENDITURES FOR ADMINISTRATION BY THE STATE BOARD OF EDUCATION AND THE STATE BOARD FOR VOCATIONAL EDUCATION

NOTE: See explanations on pages 22 and 24 in Handbook I

Type of expenditure	Amount
1. Expenditures for regular programs	
a. Expenses of board members (travel, per diem, or other compensation) (23)(43)	\$ _____
b. Compensation of persons hired for occasional consultative and advisory services	(24)(44) _____
c. Salaries	
(1) Educational services and other professional personnel	(25)(45) _____
(2) Secretarial and clerical personnel	(26)(46) _____
(3) Plant operation and maintenance personnel	(27)(47) _____
d. Travel for members of the staff	(28)(48) _____
e. Fixed charges (rent, insurance, etc.)	(29)(49) _____
f. Supplies, materials, printing, and other expenses	(30)(50) _____
2. Expenditures for emergency programs, by name of program.^{1/}	
	(31)(51) _____
Total expenditures (sum of 1 and 2)	\$ _____

^{1/} If several programs are involved, please list on a separate sheet and insert total for this item.

- 3 -

TABLE 21.—EXPENDITURES FOR ADMINISTRATION BY THE STATE DEPARTMENT OF EDUCATION
AND MISCELLANEOUS STATE EXPENDITURES FOR EDUCATION

NOTE: Exclude funds which were distributed by the State to local units, and funds expended by the State as a basic administrative unit for schools directly operated by the State.

Type of expenditure	Amount
A. Expenditures for administration by the State Department of Education	
1. Expenditures for regular programs:	
a. Salaries	
(1) Chief State school officer.....(32)	\$ _____
(2) Departmental staff who administer department and/or provide educational services to schools on statewide basis.....(33)	_____
(3) Other personnel who help to provide both direct and indirect educational services to schools on statewide basis.....(34)	_____
(4) Personnel who provide educational services to schools in specific regions or districts of the State.....(35)	_____
(5) Secretarial and clerical assistants to departmental management and service personnel.....(36)	_____
(6) Plant operation and maintenance personnel.....(37)	_____
(7) Personnel for supplementary services such as State library, museum, teacher retirement, teacher placement, etc. ....(38)	_____
TOTAL [(sum of (1) through (7))]	\$ _____
b. Travel for members of the staff.....(39)	_____
c. Fixed charges (rent, insurance, etc.).....(40)	_____
d. Supplies, materials, printing, and other expenses.....(41)	_____
2. Expenditures for emergency programs, by name of program (42):	
a. _____	_____
b. _____	_____
Total Expenditures for Administration (sum of 1 and 2).....	\$ _____

NOTE: Any expenditures by State agencies for local public school purposes are to be included with local expenditures in the proper section and item of tables 24 through 34, i.e. State payments of the EMPLOYER'S share of teacher retirement and/or social security should be added into current expense for fixed charges, Table 28.

The total of any such payments would be added to local revenue receipts from State sources, Table 23, item 1b(5).

- 4 -

TABLE 22.--RECEIPTS, TRANSFERS, AND EXPENDITURES OF COUNTY OR OTHER INTERMEDIATE ADMINISTRATIVE UNITS FOR USE IN ADMINISTRATION OF INTERMEDIATE UNIT

NOTE: Report here only receipts and expenditures which will not be reported as receipts and expenditures of the State department of education or of the local basic administrative units. In many cases these receipts and expenditures will be from general county funds for the county board of education and county superintendent's office. See also explanation on page 27 and pages 29-31 in *Handbook I*.

Receipts, transfers, and expenditures, by type	Amount
1. Source of receipts for administration of intermediate unit	
a. From the Federal Government.....	
b. From the State..... (78)	\$ _____
c. From local or county taxation and appropriations..... (79)	
d. Other sources (specify) _____ (80)	
TOTAL RECEIPTS (sum of a, b, c, and d)	(81) \$ _____
2. Transfers from other administrative units for services rendered..... (82)	
3. Current expense	
a. Compensation of board of education members (salaries, per diem, and travel).... (83)	
b. Compensation for occasional consultative and advisory services..... (84)	
c. Salaries	
(1) Superintendent and other administrative staff..... (85)	
(2) Instructional personnel (consultants, counselors, psychologists, etc.).... (86)	
(3) Attendance personnel (including visiting teachers)..... (87)	
(4) Health personnel..... (88)	
(5) Secretarial and clerical personnel..... (89)	
(6) Other employed personnel..... (90)	
d. Travel for superintendent and his staff..... (91)	
e. Fixed charges (rent, insurance, etc.)..... (92)	
f. Supplies, materials, printing, and other expenses..... (94)	
TOTAL CURRENT EXPENSE (sum of 3a through 3f)..... (95)	\$ _____
4. Transfers to other intermediate administrative units for services rendered..... (96)	

NOTE: Any expenditures by intermediate agencies for public school purposes at the local level should be included with local expenditures in the proper section and item of tables 24 through 34. The total of such payments should also be added to local revenue receipts from intermediate sources, Table 23, item 1c(5).

TABLE 23.—RECEIPTS, BALANCES, AND TRANSFERS OF LOCAL BASIC ADMINISTRATIVE UNITS FOR OPERATING PUBLIC ELEMENTARY, SECONDARY, ADULT, AND COMMUNITY COLLEGE PROGRAMS OF EDUCATION

NOTE: For definitions of revenue and nonrevenue receipts, see Glossary on page 11 and discussion on page 54 of Handbook I

Revenue receipts, by source	Amount	Revenue receipts, by source (continued)	Amount
1. REVENUE RECEIPTS:			
a. Federal sources		d. Local sources^{2/}	
(1) Vocational education . . . (228)	\$ _____	(1) Taxation and appropriations . . . (243)	\$ _____
(2) School lunch (229)	_____	(2) Permanent funds and endowments (244)	_____
(3) Value of commodities (donated by Dept. of Agriculture)	_____	(3) Other revenue receipts from local sources ^{3/} . . (245)	_____
(4) Special milk program	_____	Total Local . . . (246)	\$ _____
(5) P.L. 815, Construction aid, SAFA	_____		
(6) P.L. 874, Operation aid, SAFA .	_____		
(7) NDEA	_____		
(8) ESEA	_____		
Others (Specify program)			
(9) _____	_____		
(10) _____	_____		
(11) _____	_____		
Total Federal (232)	\$ _____		
b. State sources		Nonrevenue receipts, by source, and balances and transfers	
(1) State taxation and appropriations (233)	_____	2. NONREVENUE RECEIPTS:	
(2) State permanent funds and endowments (234)	_____	a. Local sources	
(3) Other cash revenue receipts (235)	_____	(1) Sale of bonds and other long-term loans (260)	_____
(4) Noncash revenue receipts (236)	_____	(2) Short-term loans ^{4/} . . . (261)	_____
(5) State agency expenditures for local school purposes	_____	(3) Sale of school property and insurance adjustments (262)	_____
Total State (237)	\$ _____	(4) Other local nonrevenue receipts (263)	_____
c. Intermediate sources^{1/}		Total Local . . . (264)	\$ _____
(1) Taxation and appropriations (238)	_____	3. BALANCES FROM PREVIOUS YEAR:	
(2) Permanent funds and endowments (239)	_____	a. For current operation . . . (266)	_____
(3) Other cash revenue receipts (240)	_____	b. For capital outlay (267)	_____
(4) Noncash revenue receipts (241)	_____	c. For serial bond interest and redemption (268)	_____
(5) Intermediate agency expenditures for local school purposes	_____	Total Balances . . . (269)	\$ _____
Total Intermediate . . (242)	\$ _____	4. TOTAL AMOUNT AVAILABLE FROM ALL SOURCES (sum of 1, 2, & 3) (270)	\$ _____
		5. TRANSFERS FROM OTHER ADMINISTRATIVE UNITS:	
		a. From administrative units in the State. (271)	_____
		b. From administrative units in another State (272)	_____

^{1/}Includes revenue from funds collected by intermediate administrative units, or a political subdivision between local school districts and the State, and distributed to school districts in amounts different from those which were collected within such districts (See Account 20 in Handbook II).

^{2/}Including county units serving as LOCAL basic administrative units.

^{3/}Do not report gross receipts from cafeterias, school activities, etc.

^{4/}A short-term loan, as defined in Handbook II, is one that extends for a period of 5 years or less, from the date the loan was incurred and is not paid back during the same fiscal year.

- 6 -

NOTE: Tables 24 thru 34 of this report include all expenditures for public elementary and secondary schools at the local level by State, intermediate, and/or local education agencies.

TABLE 24--CURRENT EXPENSE FOR INSTRUCTION IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

NOTE: The categories of personnel in this table correspond to those used for reporting personnel in Part I of this report ("Administrative Units, Personnel, and Pupils"). In completing this report, it is essential that the categories of personnel in Parts I and II be identical.

In reporting salaries, show total amounts--BEFORE deductions for social security, retirement, etc. See also explanation on pages 61-66 of Handbook I.

Type of expenditure	Amount
1. Salaries of instructional staff	
a. Principals (including assistant principals and administrative deans) (278-280)	\$ _____
b. Supervisors of instruction or consultants (general or subject, including school library and audiovisual)..... (281-283)	_____
c. Teachers and other nonsupervisory instructional staff	
(1) Classroom teachers 1/	
(a) Serving elementary only (including nursery schools and kindergartens)..... (284)	_____
(b) Serving secondary only (285)	_____
Total classroom teachers.....	\$ _____
(2) School librarians..... (286-288)	_____
(3) Guidance and counseling personnel..... (289-290)	_____
(4) Psychological personnel (psychologists and psychometrists)..... (291)	_____
(5) Other nonsupervisory instructional personnel (e.g. audiovisual instructors, television instructors, etc.)	_____
Type of position	
TOTAL TEACHERS AND OTHER NONSUPERVISING INSTRUCTIONAL STAFF (sum of c.(1) thru c.(5)).....	\$ _____
TOTAL INSTRUCTIONAL STAFF (sum of 1a thru 1c).....	\$ _____
2. Salaries of secretarial and clerical assistants to instructional personnel..... (292)	_____
3. Salaries of teacher aides 2/	_____
4. Textbooks, including those purchased by State and intermediate units for distribution to local administrative units... .. (293)	_____
5. Regular or incidental purchases of school library books and periodicals 3/ (294)	_____
6. Teaching supplies (workbooks, paper, chalk, etc.) ... (295)	_____
7. Other instructional supplies and expenses (including travel by instructional staff, graduation expenses, etc.).. .. (296)	_____
TOTAL INSTRUCTIONAL EXPENSES (sum of 1 thru 7)..... (297)	\$ _____
8. Calculate an average salary for the total instructional staff by dividing total salaries paid (sum of 1a thru 1c in this table) by the total number of instructional staff (GRAND TOTAL, Table 5).....	_____
PLEASE EXPLAIN ANY DIFFERENCE BETWEEN THIS FIGURE AND STATE AVERAGE INSTRUCTIONAL SALARY COMPUTED BY YOUR USUAL METHOD.	

1/ Include salaries of teachers of homebound and substitute teachers.

2/ Include salaries of staff members who perform activities of a nonteaching nature who are not classified as professional educational, but which assist a staff member to perform professional educational teaching assignments.

3/ Include expenditures for audiovisual materials.

TABLE 25.--CURRENT EXPENSE FOR ADMINISTRATION (General Control) ^{1/} IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

NOTE: See explanation on pages 61-63 in HANDBOOK I

Type of expenditure	Amount
1. Compensation of board of education members of local basic administrative units....(273)	\$ _____
2. Salaries of administrative personnel (including business administrators).....(274)	_____
3. Salaries of secretarial and clerical assistants to administrative personnel.....(275)	_____
4. Supplies and other administration expenses.....(276)	_____
Total Administration.....(277)	\$ _____

^{1/} Administration expenditures include those for the central office staff for administration and all general control which is system-wide and not confined to one school, subject, or narrow phase of school services.

* * * * *

TABLE 26.--CURRENT EXPENSE FOR OTHER SCHOOL SERVICES IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

Type of expenditure	Amount
1. Attendance services	
a. Salaries of attendance officers, visiting teachers, and clerical staff.....(298)	\$ _____
b. Supplies and other expenses for attendance services.....(299)	_____
Total Attendance Services.....	\$ _____
2. Health services provided by the school administrative unit	
a. Salaries (including secretarial and clerical assistants).....(300)	_____
b. Supplies and other expenses for health services.....(301)	_____
Total Health Services.....	\$ _____
3. Transportation services for public school pupils	
a. Salaries of transportation employees.....(303)	_____
b. Replacement of vehicles ^{1/}	_____
c. Supplies, maintenance, and garage operation and maintenance.....(304)	_____
d. Transportation insurance.....(305)	_____
e. Contracted services.....(306)	_____
f. Fares furnished pupils for public buses and streetcars.....(307)	_____
g. Payments in lieu of transportation.....(308)	_____
Total Transportation Services.....	\$ _____
4. Food services (Do not include total expenditures for operating the school lunch and milk programs but only the cash reimbursements or subsidy received from Federal, State, and local sources plus the value of commodities distributed by the U. S. Department of Agriculture.).....(309)	_____
5. Miscellaneous school services ^{2/}	(310) _____
Total Current Expense for Other School Services (sum of 1, 2, 3, 4, and 5).....(311)	\$ _____
6. Expenditures by public agencies other than the school administrative unit for health services to public schools.....(302)	_____

^{1/} Report here only the piece-for-piece replacement of a complete unit of equipment by another complete unit of equipment serving the same purpose in the same way. (See item 530 in Handbook II.)

^{2/} Other school services to be included here are direct expenditures or deficits for extracurricular activities for pupils (if paid from school funds) and any other services for public school pupils not included elsewhere.

TABLE 27.--CURRENT EXPENSE FOR OPERATION AND MAINTENANCE OF PLANT IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

NOTE: See explanation under "Operation of Plant," page 68, and under "Maintenance of Plant," page 69, in Handbook I.

Type of expenditure	Amount
1. Operation of plant	
a. Salaries.....	(312) \$ _____
b. Fuel or heat.....	(313) _____
c. Utilities, except fuel.....	(314) _____
d. Supplies.....	(315) _____
e. Other expenses for operation of plant.....	(316) _____
Total Plant Operation.....	(317) \$ _____
2. Maintenance of plant (repair of plant and repair and replacement of equipment, except transportation equipment)	
a. Salaries.....	(318) _____
b. Supplies, expenses, and contractual service.....	(319) _____
Total Plant Maintenance.....	(320) \$ _____

* * * * *

TABLE 28.--CURRENT EXPENSE FOR FIXED CHARGES IN REGULAR FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS

Type of expenditure	Amount
1. Fixed charges allocated to pupil costs	
a. School board (employer) contributions to retirement funds and social security, and direct pensions ^{1/}	(321) \$ _____
b. Insurance and judgments (premiums, injury compensation, etc.).....	(322) _____
c. Rent (exclude rental payments to schoolhousing authorities).....	(323) _____
d. Interest on current loans ^{2/}	_____
e. Other fixed charges allocated to pupil costs.....	(324) _____
Local Fixed Charges Allocated to Pupil Costs.....	\$ _____
2. State payments for local employer's share of retirement (not in 1a).....	_____
3. Intermediate agency payments for local employer's share of retirement (not in 1a).....	_____
Total Fixed Charges Allocated to Pupil Costs.....	\$ _____
4. Fixed charges not allocated to pupil costs ^{3/} (please attach explanatory note).....	(325) _____
Total Fixed Charges Expended At the Local Level.....	\$ _____

^{1/} Do not include employee contributions deducted from salaries as these are included as part of salaries.

^{2/} Includes payments of interest on money borrowed and paid back during the same fiscal year and on registered warrants. (See item 840 in Handbook II.)

^{3/} Refunds of taxes, refunds of tuition, refunds of transportation charges, etc., should be treated as abatements on income for reporting purposes; but if they have to be accounted for separately, they should be included here.

- 9 -

TABLE 29.--CURRENT EXPENSE FOR COMMUNITY SERVICES PROVIDED BY LOCAL BASIC ADMINISTRATIVE UNITS

Type of expenditure	Amount
1. Public libraries operated by local basic administrative units	
a. Salaries.....(328)	\$ _____
b. Supplies and other expenses.....(329)	_____
Total Public Libraries.....\$ _____	\$ _____
2. Expenditures for nonpublic schools where authorized by State law	
a. Textbooks.....(330)	_____
b. School supplies.....(331)	_____
c. Transportation.....(332)	_____
d. Health services.....(333)	_____
e. Other expenditures for services provided to nonpublic schools.....(334)	_____
Total Nonpublic Schools.....\$ _____	\$ _____
3. Other community services (community center, recreation, services to indigent pupils, etc.).....(335)	_____
Total Community Services (sum of 1, 2, and 3).....(336)	\$ _____

* * * * *

TABLE 30.--CURRENT EXPENSE FOR PUBLIC SUMMER ELEMENTARY AND SECONDARY DAY SCHOOLS. SUMMER 1967

Type of expenditure	Amount
1. Salaries.....(337)	\$ _____
2. Supplies and other expenses.....(338)	_____
Total Summer Schools.....(339)	\$ _____

* * * * *

TABLE 31.--CURRENT EXPENSE FOR ADULT EDUCATION AND PUBLIC COMMUNITY COLLEGES ^{1/}

NOTE: Expenditures apply to programs reported in tables 12 and 13 of Part I. See explanation on pages 72-73 in Handbook I.

Type of expenditure	Amount	
	Adult education	Community colleges
1. Salaries		
a. Instructional personnel.....(340)	\$ _____	(345) \$ _____
b. Noninstructional personnel.....(341)	_____	(346) _____
Total Salaries.....\$ _____	\$ _____	\$ _____
2. Supplies and other expenses		
a. Instructional supplies and expenses.....(342)	_____	(347) _____
b. Noninstructional supplies and expenses.....(343)	_____	(348) _____
Total Supplies and Other Expenses.....\$ _____	\$ _____	\$ _____
Total Current Expense (sum of 1 and 2).....(344)	\$ _____	(349) \$ _____

^{1/} Include only those programs operated by local basic administrative units (not under the jurisdiction of a separate board for higher education or a 4-year institution of higher education).

TABLE 32.--CAPITAL OUTLAY FOR PUBLIC ELEMENTARY, SECONDARY, ADULT, AND COMMUNITY COLLEGE PROGRAMS OF EDUCATION (Include all expenditures for capital outlay during the year regardless of when the building is completed)

NOTE: See explanation on pages 73-75 in Handbook I

Type of expenditure	Expenditures by—	
	Local school districts (from all funds)	Other agencies ^{1/}
1. Land and buildings		
a. Sites.....	(351) \$ _____	\$ _____
b. New buildings and additions to buildings.....	(352) _____	_____
c. Remodeling or improvement of buildings.....	(353) _____	_____
2. Equipment (initial or additional equipment rather than replacements)		
a. Library books (for new school library and large or special additions).....	(354) _____	_____
b. Furniture and equipment (excluding transportation)....	(355) _____	_____
c. Publicly owned vehicles and other transportation equipment.....	(356) _____	_____
Total Capital Outlay.....	(357) \$ _____	\$ _____

^{1/} Include capital outlay of State and local schoolhousing authorities; also expenditures by city, town, and other governmental units which build schools directly and whose financial transactions are therefore not recorded in school district accounts.

TABLE 33.--DEBT SERVICE FOR PUBLIC ELEMENTARY, SECONDARY, ADULT, AND COMMUNITY COLLEGE PROGRAMS OF EDUCATION

NOTE: The numbers in brackets [] refer to items in Handbook II, Financial Accounting for Local and State School Systems, Office of Education Bulletin 1957, No. 4, which contains an explanation of the expenditure items.

Expenditure	Payments from current funds	Payments from other funds
1. Redemption of school bonds		
a. Payments from current funds to retire serial bonds..	(358) \$ _____	\$ xxxx
b. Payments from sinking fund ^{1/} to retire bonds.....	(359) xxxx	xxxx
c. Payments from issue of new bonds to retire old bonds	(360) xxxx	xxxx
2. Redemption of short-term loans.....	[1310-b]	xxxx
3. Redemption of long-term (nonbonded) loans.....	[1310-c]	xxxx
4. Payments of warrants or bills of preceding fiscal year	(363)	xxxx
5. Interest on short-term loans.....	[1320-b]	xxxx
6. Interest on long-term (nonbonded) loans.....	[1320-c]	xxxx
7. Interest on bonds		
a. Payments from current funds for interest on serial bonds.....	(365)	xxxx
b. Payments from sinking fund ^{1/} for interest on bonds	(366) xxxx	xxxx
8. Expenditures to schoolhousing authority or similar agency		
a. Principal.....	[1340-a]	xxxx
b. Interest.....	[1340-b]	xxxx
9. Payments into sinking fund ^{1/} from current funds.....	(361)	xxxx
10. Other debt service.....	(367)	xxxx
Total.....	(368) _____	(369) _____

^{1/} Definition of sinking fund — Money which has been set aside or invested for the definite purpose of meeting payments on debts at some future time. It is usually a fund set up for the purpose of accumulating money over a period of years in order to have money available for the redemption of long-term obligations at the date of maturity. Payments from interest funds and bond funds should be reported as payments from current funds.

- 11 -

TABLE 34.--RECAPITULATION OF EXPENDITURES, BALANCES AT END OF YEAR, AND TRANSFERS TO OTHER LOCAL BASIC ADMINISTRATIVE UNITS

Type of expenditure	Amount
1. Current expense	
a. For full-time elementary and secondary day schools	
(1) Administration (from table 25)	(277)
(2) Instruction (from table 24)	(297)
(3) Other school services (from table 26).....	(311)
(4) Operation of plant (from table 27).....	(317)
(5) Maintenance of plant (from table 27).....	(320)
(6) Fixed charges (from table 28).....	(326)
Total (1).thru (6).....	\$
b. For community services (from table 29).....	(336)
c. For summer schools (from table 30).....	(339)
d. For adult education (from table 31).....	(344)
e. For community colleges (from table 31).....	(349)
TOTAL CURRENT EXPENSE FOR ALL SCHOOLS (sum of a, THRU e)	\$
2. Capital outlay by local school districts (from table 32).....	(357)
3. Debt service from current funds (from table 33).....	(368)
TOTAL EXPENDITURES FOR ALL SCHOOLS (sum of 1, THRU 3)	\$
4. Balances at end of year	
a. For current operation.....	(370)
b. For reserve for capital outlay including capital reserve funds.....	(371)
c. For serial bond interest and redemption.....	(372)
TOTAL BALANCES AT END OF YEAR.....	(373)
GRAND TOTAL EXPENDITURES AND BALANCES.....	\$
5. Transfers to other administrative units	
a. Transfers to other administrative units in the State.....	(374)
b. Transfers to administrative units in another State.....	(375)
TOTAL TRANSFERS TO OTHER ADMINISTRATIVE UNITS.....	\$
6. Tuition to nonpublic schools.....	(376)

TABLE 35.--COST OF SCHOOL PROPERTY OF LOCAL BASIC ADMINISTRATIVE UNITS ^{1/}

Sites	Buildings	Equipment	Total
\$	\$	\$	\$

^{1/} Report original cost plus cost of all additions and alterations. If this total cost is not available, state basis of the values reported: insurance _____; replacement _____; other (specify) _____. Include original cost of all publicly owned buildings in use by public school system regardless of how paid for or legal ownership. The figure desired is the total amount of money that has been invested in the plant.

TABLE 36.--STATUS OF SCHOOL BONDS AND OTHER INDEBTEDNESS OF LOCAL BASIC ADMINISTRATIVE UNITS

Account	Amount
1. Amount of bonds outstanding at beginning of year..... (377)	\$
2. Amount of bonds issued during year a. For new capital outlay..... (378)	
b. For funding current or floating indebtedness..... (379)	
c. For refunding bonds..... (380)	
3. Total bonds outstanding at beginning of year plus bonds issued during year (sum of 1, 2a, 2b, and 2c)..... (381)	
4. Total bonds retired during year..... (382)	
5. Bonds outstanding at end of year (3 minus 4)..... (383)	
6. Nonbonded indebtedness at end of year..... (384)	
7. Total indebtedness at end of year (sum of 5 and 6)..... (385)	
8. Total amount in school sinking funds at end of year for term bonds..... (386)	

TABLE 37.--STATE AND FEDERAL AID (GRANTS) FOR SCHOOL PLANT CAPITAL OUTLAY (Also reported in table 23)

Source of funds	Amount
1. Total State aid for school plant capital outlay purposes during the year ^{1/} .. (388)	\$
2. Total Federal aid for school plant capital outlay purposes during the year ^{2/} (389)	

^{1/} Includes State aid for capital outlay purposes incorporated in a foundation program.^{2/} Includes funds received under Public Law 815.TABLE 38.--CAPITAL OUTLAY COST OF PUBLICLY OWNED SCHOOL PLANTS COMPLETED AND MADE AVAILABLE FOR USE DURING THE YEAR, BY ORGANIZATIONAL LEVEL AND BY ACCOUNT^{1/}

Capital outlay cost, by account	Elementary	Secondary	Combined elementary and secondary	Community college	Total
1. New sites and additions to sites..... (409)	\$	\$	\$	\$	\$
2. New buildings..... (410)					
3. Additions to buildings..... (411)					
4. Remodeling buildings..... (412)					
5. Equipment and furniture..... (413)					
TOTAL CAPITAL OUTLAY COST... (414)					

^{1/} Include total costs of facilities completed and made available during the year regardless of when the money was expended. This usually is not the same data as reported in Table 32.

Index

A

- Accidents 44
- Adjusted dollars 18, 67, 69, 72
- Administration 51, 53
- Administrative organization 2, 54
- Administration 51, 53
- Administrative personnel 21, 27
- Adult education 47, 51, 62
- Aggregate days of membership 41
- Alaska 1
- Allocated to pupil costs 60
- Annual mileage 61
- Assistant principals 28
- Attendance 7, 18, 42
- Attendance personnel 20, 33
- Attendance services 60
- Average annual salary 13, 18, 67
- Average daily attendance 7, 26, 41, 42
- Average daily membership 7, 41
- Average salaries 13, 18, 67
- Averages 18, 61, 67

B

- Balances on hand 11, 48
- Basic tables vi, 17
- Basic units 21, 23
- Biennial survey iii
- Board members 19, 21, 53
- Bond sales 48
- Bonds outstanding 14, 65
- Bonds redeemed 64, 65
- Boys graduating 8, 43
- Bureau of the Census 72

C

- Capital outlay 13, 51, 63, 68
- Carpenters, painters, etc 58
- Charts in Text vi
- Chief State School Officer 19
- Classroom teachers 27, 29, 57
- Clerical personnel 20, 33
- Common Core 4
- Community colleges 24, 47, 51, 62
- Community services 51, 62
- Comparability 72
- Compensation of board members 55
- Consultants 20, 27, 28
- Consumer price index 13, 67, 73
- Contractual services 58
- Current expenditures 12, 54, 57, 60

- Current expenditure per day 18, 68
- Current expenditure per pupil 13, 68, 69
- Current expenditure for instruction 51, 56
- Custodians 58

D

- Daily expenditure 68
- Days attended 18, 41
- Debt service 51, 64, 65
- Dental hygienists 32
- Dentists 32
- Department of Labor 73
- District size 26
- D.O.D. overseas schools 34, 38, 43, 73

E

- Economic indexes 14, 67, 70
- Elementary consultants 28
- Elementary librarians 30
- Elementary principals 28
- Elementary schools 24, 25
- Elementary supervisors 28
- Elementary teachers 29, 30
- Elementary ungraded 35
- Emergency programs 53
- Employed personnel 20, 45, 54
- Employee retirement 59
- Enrollment 1, 5, 36, 37, 39
- Enrollment by grade 34, 37
- Equipment 63, 66
- Equivalency certificates 43
- Expenditure per capita 68
- Expenditure per pupil 68, 69
- Expenditures 11, 18, 45, 56, 69

F

- Fall statistics 22
- Federal support 9, 10, 49, 63
- Fixed charges 12, 51, 59
- Food service expenditures 45
- Food services 2, 60
- Food service personnel 32
- Form OE 2097 1, 74
- Free textbooks 56
- Fuel, light, etc 58
- Full-time personnel 33
- Furniture and equipment 63

G

Geographic coverage	72
Girls graduating	8,43
Graduates	7,43
Guam	72
Guidance personnel	20, 27, 30

H

Handbooks	1, 72
Hawaii	1
Health personnel	32, 54
Health services	32, 60
High school equivalency certificates	43
High school graduates	7, 43
High schools	24
Historical data	4, 12, 18, 25, 37, 42, 69
Home-school counselors	33

I

In-lieu of transportation	44
Income per capita	70
Incomplete high schools	24
Indebtedness	14, 64, 65
Instruction	51, 56
Instructional staff	5, 18, 20, 27, 47
Instructional staff salary	13, 56, 67
Insurance adjustments	48, 56
Interest on current loans	59
Interest on debt	14, 51, 64, 68
Intermediate administration	54
Intermediate units	2, 20, 54

J

Judgments	59
Junior colleges	24, 47, 51, 62
Junior high schools	24

K

Kindergarten pupils	34, 37
Kindergarten teachers	30
Kindergartens	6, 18

L

Labor force	73
Land and buildings	63
Large buses	44
Large districts	23, 26
Length of school term	7, 18

Level of instruction	28, 29
Librarians	27, 57
Library books	56, 63
Limitations of data	72
Loans	48
Local education agencies	2, 21, 23
Local boards	21, 55
Local revenue	10, 18, 49

M

Maintenance of plant	11, 12, 51, 58
Membership	41
Men teachers	18, 29

N

National income	18, 73
New buildings	63
Nonbonded debt	64, 65
Noninstructional personnel	30, 47
Nonoperating districts	22
Nonpublic pupils transported	8, 44
Nonpublic schools	62
Nonrevenue receipts	10, 48
Nonsupervisory personnel	27, 30
Not available (NA)	17
Nursery	18, 34
Nurses	32

O

One-teacher schools	4, 24, 25
Operating districts	22, 26
Operation of plant	11, 12, 51, 58
Outlying areas	72
Outstanding debt	14, 65

P

Part-time personnel	32, 33
Per-capita expenditures	18, 68
Percentage distribution	37, 39, 50, 52
Permanent funds	49, 50
Personal income	18, 70, 73
Plant maintenance	11, 33, 58
Plant operation	11, 33, 58
Population	18, 36, 73
Population, 5-17 years	18, 36
Postgraduates	35
Principals	18, 27, 28, 57
Privately owned buses	44
Procedure	1, 72
Professional staff	19, 28, 32

Psychological personnel	27, 30
Public adult education	43, 47
Public schools	3, 24
Publicly owned buses	44, 61, 63
Puerto Rico	72
Pupil deaths in accidents	44
Pupil membership	7, 18, 41
Pupil transportation	7, 44, 61
Pupils	18
Pupils enrolled	5, 18, 34, 40
Pupils per district	26
Pupils per school	26
Pupils served lunches	45
Pupils transported	7, 44
Purchasing power	18, 67
 R	
Receipts	18, 49, 50
Recreational personnel	32
Redemption of bonds	64
Refunding bonds	65
Regular high schools	24
Rent	59
Retirement	59
Replacement of buses	61
Revenue receipts	9, 18, 48, 49
Rounding	17
 S	
Salaries	13, 18, 53, 57, 62
Sale of bonds	48
School-age population	5, 18, 36, 40
School bonds	48, 65
School buildings	13, 63
School bus accidents	44
School bus mileage	61
School buses	7, 61
School expenditures	11, 18, 51
School debt	14, 65
School district size	23, 26
School districts	2, 21, 23
School finance tables	vii, 48, 51
Schoolhousing authorities	64
School librarians	27, 57
School library books	56, 63
School lunch	8, 45
School lunch commodities	49, 50
School lunch programs	8, 45
School milk program	49, 50
School plant	58, 63
School property	48, 63
School services	60, 62
School term	18, 41
School transportation vehicles	7, 44, 61
Schools	3, 24
Schools per district	26
Scope of the report	1, 72
Secondary librarians	30
Secondary principals	28
Secondary schools	24
Secondary teachers	29, 30
Secondary ungraded	35
Secretarial personnel	19, 20, 33, 53, 54, 55
Senior high schools	24
Short term loans	48
Sinking funds	64, 65
Sites and buildings	63
Size of district	23, 26
Source of data	1, 72
Sources of income	9
Staff per 1,000 pupils	4
State support	49, 63
State boards of education	2, 19, 53
State departments of education	2, 53
State revenue	9, 49, 53
Students	46, 47
Subsistence	44
Summary of expenditures	51
Summer school teachers	46
Summer schools	46, 51, 62
Superintendents	19, 21, 54
Supervisors	18, 28, 57
Supervisory unions	20
Supplies and travel	53, 58, 60
Survey procedure	1; 72
 T	
Taxation and appropriations	10, 49
Teachers	4, 29, 30, 46
Teacher's salaries	18, 57, 67
Technical notes	72
Textbooks	56
Text tables	vi
Total expenditures	11, 18, 51, 55
Total population	5, 36
Transportation	44, 61
Transportation expense	61
Transportation personnel	33, 44
Travel and supplies	53, 55, 58, 60
Trust Territory	72
Type of position	27
Types of schools	24

U	
Undivided high schools	24
Ungraded pupils	43
Unit expenditures	68, 70
V	
Value of commodities	49, 50
Value of equipment	66
Value of school buildings	66
W	
Value of school property	14, 66
Vehicles	44
Virgin Islands	72
Visiting teachers	33
Vocational education boards	19
Vocational education funds	49
Vocational schools	24
W	
Women teachers	18, 29

RELATED NCES PUBLICATIONS

- OE-20005-70 Education Directory, 1969-70:
 Public School Systems
- OE-20079-69 Preprimary Enrollment of Children
 Under Six - October 1969
- OE-22009-69 Bond Sales for Public School Purposes,
 1968-69
- OE-22026-69 Current Expenditures by Local
 Educational Agencies for Free
 Public Elementary and Secondary
 Education, 1968-69
- OE-20007-69 Statistics of Public Elementary and
 Secondary Day Schools: Pupils,
 Teachers, Instruction Rooms, and
 Expenditures, Fall 1969
- OE-20020-66 Statistics of State School Systems,
 1965-66
- OE-20006-68 Preliminary Statistics of State School
 Systems, 1967-68
- OE-20111 Statistics of Nonpublic Elementary
 and Secondary Schools, 1965-66
- OE-20121 Directory of Public Schools in Large
 Districts, With Enrollment and Staff
 by Race, Fall 1967
- OE-22027-68 Statistics of Local Public School Systems:
 Finances, 1967-68
- OE-20112-68 Statistics of Local Public School Systems:
 Schools, Pupils, and Staff, Fall 1968

 Directory, Elementary and Secondary
 Day Schools, 1968-69
- OE-20126-I Volume I, Public, North Atlantic Region
OE-20126-II Volume II, Public, Great Lakes and Plains
 Region
- OE-20126-III Volume III, Public, Southeast Region
- OE-20126-IV Volume IV, Public, West and Southwest Region
- OE-20127-V Volume V, Nonpublic

UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON, D.C. 20402

OFFICIAL BUSINESS



POSTAGE AND FEES PAID
U.S. GOVERNMENT PRINTING OFFICE

OE-20020-68

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE / Office of Education